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ON THE COVER

On March 11, 1998, after marching from Gallaudet University to the United States Capitol in celebration of the tenth anniversary of Deaf President Now (DPN) protest, MSD students, parents, and staff brave freezing temperatures for a historic photograph.

Maryland School for the Deaf

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The Maryland School for the Deaf does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting program, activities, or employment practices.

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All You Wanted To Know About High School
(...and were afraid to ask?)
Compiled by Bette Hicks, Assistant Principal of High School
and Robert Padden, Assistant Principal of Applied Academies

**DID YOU KNOW?**
- Students at MSD can earn two diplomas?
- To earn MSD Diploma, a student must have at least 26 credits and take certain courses outlined below.
- To earn the Maryland High School Diploma, a student must have at least 21 credits, pass four Maryland Functional Tests, and take certain courses outlined below.

1. **GRADUATION REQUIREMENTS for DIPLOMA**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CREDITS</th>
<th>SUBJECT</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8</td>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 (including successful completion of Algebra I and Geometry I OR 6 credits if other than above)</td>
<td>Mathematics</td>
<td>3 (Algebra I and Geometry or Algebraic and Geometric Concepts)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>Social Studies</td>
<td>3 (American Studies I, II, and Modern World History)</td>
</tr>
<tr>
<td>Science</td>
<td>3 (one credit must include either Health or Biology)</td>
<td>Science</td>
<td>3 (one credit must be Biology)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>Physical Education</td>
<td>.5</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>Fine Arts</td>
<td>(Art, Drama, Photography)</td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Advanced Technology OR Foreign Language</td>
<td>2</td>
<td>Community Service</td>
<td>75 hours (non-credit requirement)</td>
</tr>
<tr>
<td>Electives</td>
<td>7 or 10 depending on Mathematics requirements</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>26-29</td>
<td><strong>TOTAL CREDITS</strong></td>
<td>21</td>
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</table>

II. A minimum of 4 credits must be taken after completion of the eleventh grade.
III. Four-year high school attendance including the senior year at MSD, is required.

**DID YOU KNOW?**
MSD is looking Good!
- Of the 16 Seniors who took the ACT (College Board Testing), 100% met the qualifying scores for National Technical Institute for the Deaf at Rochester Institute of Technology, Gallaudet University, and the California State University at Northridge; and 87% met the required levels for English.
- 2 Seniors have been accepted to Northeastern University in Boston, Arizona State University's Honors Program, and Gallaudet University's Honors Program.
- Of the 3 Juniors who took the ACT tests this year, 100% met the requirements for admissions into universities with programs for deaf students.
- A MSD won the Mid-Atlantic Academic Bowl and is heading towards the National Academic Super Bowl at Gallaudet University on April 24th.
- Two of MSD students won 1st and 3rd place in a recent Optimist Oratorical Contest.
- Seniors can take college classes for credit. Currently, a Senior is taking The Writing Process course at Hood College. In the past years, students have taken astronomy and computer classes at Hood College and various classes at Frederick Community College during their senior year.

**ACADEMIC DEPARTMENTS**

**English**
The state only requires 4 credits of English, meaning one semester of 90-minute class. MSD requests 6 credits of English. English all year! The focus in English classes is reading and writing.

The English Department strongly feels that the development of language arts abilities is necessary for curriculum growth and student learning in all areas. Self-expression through journals, logs, and diaries is one reason to write. Functional writing through business letters, job applications, and consumer inquiries is another. Precise writing sharpens thinking skills. Writt-
ing not only the thoughts it provokes. The highest levels of thinking are stimulated and reinforced by writing therefore a major emphasis is placed on writing in the English 9 classes.

While expression is the goal of writing, comprehension and analysis are goals in the study of literature. The study of novels, drama, poetry, essays, and short stories expands the reader’s world. Visiting distant peoples, places, and times through literature provides the reader with insight into his or her own immediate environment.

Students in the High School department study American Literature in their sophomore year, British Literature during the junior year, and World Literature during the senior year. Classics as well as contemporary literature are studied.

Computers are frequently used in English classes as students research topics and write reports or essays. Concepts are reinforced through field trips when applicable. Teachers in the department also organize trips to the theater when the plays viewed correspond to classroom learning. Every year, students are encouraged to participate in a variety of essay contests which bring recognition to the student and his/her school and provide money for college funding.

Effective—offered to the students range from remedial courses for those who have not passed the Maryland Functional Reading and/or Writing Tests to PSAT/ SAT/ACT prep courses. Drama is offered under the English department and selected students are involved in a buddy system for sign language learners at Middletown High School.

English 9 emphasizes composition including development of explanatory, narrative, descriptive, and persuasive techniques. Through writing and experiences, students study appropriate organizational patterns and methods of support. Instruction in grammar and usage skills is integrated with the writing process. In addition to composition, students examine literary works with an emphasis on setting, plot, and character as they relate to theme. Honor students analyze literary works in depth, focusing on critical thinking skills.

English 11 emphasizes style and the use of language in American literature. Elements of literary works are analyzed as they relate to theme and how they are used to convey ideas. Objectives also include the presentation of an oral report, composition analyzing literature, and the research process. Grammar and usage skills continue to be studied through the writing process. For honor students, class discussions, and extended writing assignments are integral to the course.

English 12 emphasizes style and the use of the language in British literature. Elements of literary works are analyzed as they relate to theme and how they are used to convey ideas. Objectives also include challenging the opinions of others, the tragedy, and changes in the English language. Compositions focus on the analysis of literature and are drawn from multiple sources. Grammar and usage skills continue to be studied through the writing process. Honor students also analyze literary elements and language choices as they contribute to the meaning of the work. Writing assignments emphasize the effective use of language.

English 12’s major emphasis is on World Literature, and how it reflects and transcends literary and cultural traditions. Objectives also include the research paper and comprehension analyzing literature.

Students study the demands of society through business communications such as the resume and the interview. Grammar and usage skills continue to be studied through the writing process. Honor students’ compositions focus on the analysis of literature, may be drawn from multiple sources, and emphasize the effective use of language.

Learning Strategies is a new course emphasizing learning strategies for improving student performance in school courses. Students learn how to set goals, monitor, and evaluate learning strategies based upon analysis of individual strengths and weaknesses as learners. Topics include textbook reading, note taking from lectures and tests, time management, memory techniques, test preparation, and test taking are addressed. Instruction is closely tied to the demands of content area courses in which the students are enrolled.

Advanced Placement English and Composition is a three year program in which qualified students are mixed by grade level. Each year the program will have a different focus in accordance with MHS’s Essential Curriculum. The junior year is focused on American Literature. Next year it will be English literature followed by World Literature and then the cycle continues. This course is designed to challenge and meet the needs of MHS’s highest academic performers, provides them with an excellent education in reading and writing and prepares them for their three national exams. Curriculum to meet this course is a classic analysis of literature key to this course. Students will receive on-going instruction and practice in content, structure and skill of analysis. They will share ideas through discussions, presentations, and writing. Students will be able to master writing in a variety of forms and be able to appropriately match their writing to the situation and audience. The essay will be the main focus of this course. They will write and make multiple revisions as well as write shorter timed essays such as those they will take on national tests. They will work on mastery of writing skills and following the writing process. They are also responsible for content, structure, and style. They will take the SAT, SAT II, and Advanced Placement Exam.

Advanced Functional Writing Test Review was developed for students who fail the Maryland Functional Writing Test. Students may take the Review class which focuses on writing explanatory and narrative essays to prepare for the test. Remedial English is a remedial course focusing on further developing reading comprehension and writing skills for a variety of purposes. Instruction in grammar and usage skills as well as vocabulary development will be given. Objectives will be taken from the Essential English Curriculum to meet individual needs.

Foreign Language

Students in Spanish I begin to develop the
American Studies I covers the colonial period up to the Reconstruction period in our nation's history. There are two planned trips during this course study: Philadelphia and Civil War battlefield. At the same time, teachers introduce the material to the Maryland Functional Test of Citizenship Skills. Each student who is pursuing a Maryland High School Diploma will have instruction at this time.

American Studies II covers the Industrial Revolution and Reform period to the present day. There is one learning activity trip to our nation's capital to see our Federal government in action. An activity students do for the entire length of the course is to "invest" in the stock market. The students track their stocks to play the market.

Electives: Psychology and The Law and the Deaf are two of the electives in the Social Studies Department. There are other electives being discussed and once the curriculum is established, these courses will be offered.

A new elective, Drid Studies, offers students a chance to increase their knowledge in the areas of Draf history, education, culture, art, literature, and other features of the Draf community. The course will increase the students' understanding of the rich heritage in the Draf community and enhance their self-confidence. Students in this course will incorporate their new knowledge by publishing a Draf History Calendar for MSD as a class project.

International Traveling has become a delight through the national FBI program. The club is called the International Citizens Club. Students have traveled to Italy and Greece. This year we will travel to Russia and Scandinavia.

Two leadership opportunities are offered to students in the High School Department: HOBY and Close-Up. The Hugh O'Brian Fellowship foundation training is offered to Sophomores only. One Sophomore will attend a state convention for three days and develop leadership skills. A student is selected during this time to attend the national convention. Close-Up is a national program that offers a week of study in our nation's capital to learn the ins and outs of our Federal Government. There are two special weeks where schools for the deaf are involved and an immense amount of information is processed.

...DO YOU KNOW?

Life Based Education: A Special High School Program

The LBE program is a positive classroom environment for Deaf High School students who have difficulty succeeding in a traditional classroom. It provides a real-life approach to all lessons that are taught. The lessons assist students with their emotional needs, social skills, inde-

pended living abilities, and with their vocational preparation. Academic areas taught include English, mathematics, science, health, social studies, apartment living, and ASL instruction. Students have the opportunity to do science experiments, cook, use the computer lab, go on field trips, participate in the work study program, and gain invaluable knowledge for life after graduation through hands-on experiences. MSD has developed a curriculum for the LBE program, which MSD is currently piloting.

Students in the program learn best when the lessons are integrated and related to real life experiences. Teachers try to do this as much as possible by taking field trips to restaurants, the hospital, Rose Hill Manor, supermarkets, metro stations, museums in Washington, D.C., the landfill, and many other places where students can actually interact with the environment. These experiences give concrete examples to the students and allow them to apply what they have learned. Discussing food, nutrition, and money cannot be duplicated in the classroom like it can be taught in a supermarket.

One exciting aspect of the LBE program is the apartment teachers have been provided to teach "Apartment Living" skills to students. Teachers started with a small two room apartment last year and now have a large three bedroom apartment in the Vedet Vocational Building. The goal is to teach and practice "life skills" students will need once they leave MSD. Activities teachers have incorporated into the apartment have included hanging wallpaper and borders, budgeting for and purchasing carpet and furniture, furniture assembly, measurement, putting up curtain rods and hanging curtains, comparative shopping, home decorating, and cooking. Students hosted an Open House in the temporary apartment they used during the 1995-96 school year and plan to do the same this year when they are settled into the new apartment. Having an apartment has afforded students a chance to practice skills that teachers hope will make their transition into a semi-independent or independent living situation after graduation much easier.

Because the LBE program is founded upon the concept of "real life" experiences, teachers do not always approach learning in the traditional classroom setting. Students are often out of the classroom and in the community where they are an active part of the lesson. This, of course, requires money. To ensure that students don't miss opportunities to have these hands-on experiences because of monetary restraints, they do a few fund raisers each year. They have two yard sales annually: one in the fall and one in the spring. They organize and price items, work with the customers who purchase their items, and handle all the monetary transactions. They have found yard sales an invaluable way to practice, improve, and test their money skills. Students also have a craft sale every December. Through making crafts, they get practice in reading directions, increase vocabulary, gain more options for leisure time activities, develop a sense of quality and pride in their work, and once again gain valuable experience in working with money.

The Computer Technology Lab is also utilized by students in the LBE program. The use of a large variety of programs allows students to practice English and writing skills, while continually improving general computer skills. Their typing skills are enhanced, which is especially important to Deaf persons as they will continue to use tele-telephone systems as an essential communication tool. Each student has her/his own MSD
basic skills needed for communication. Emphasis is placed on comprehension and vocabulary acquisition. The basic elements of structure are introduced, and a limited amount of controlled reading and writing in the language included. Students are introduced to the culture and civilization of the people whose language they are studying.

Students in Spanish I complete the elementary study of the foreign language. Continuing emphasis is placed on the skill building begun in Spanish I. Students continue to increase their knowledge of and ability to use the structural patterns of the target language as well as in the vocabulary. They continue to learn about the culture of the people whose language they are studying. Students describe, compare, and summarize important aspects of major holidays and traditions in the target culture; identify major geographical features in target culture countries; and discuss relevant current events.

Mathematics
This year the students are enrolled to experience TI 82/83 graphing calculators. The graphing calculators allow students to explore and investigate algebraic-combining data exploration with modern, real-world applications. The department has a TI View Screen for an overhead projector to make activities more visual.

A wide range of courses is offered, including basic skills mathematics, and advanced mathematics in a sequence from Algebra to Pre-Calculus.

Basic arithmetic skills and concepts are stressed in Basic Skills Mathematics. Topics include number concepts, whole numbers, mixed numbers/fractions, decimals, measurement, using data, and problem solving. This course provides appropriate assistance for the Maryland Functional Mathematics Test. Students who have not passed the Maryland Functional Mathematics Test take Basic Skills Mathematics, Consumer Education, and Business Mathematics.

Once a student passes the MPT, he or she may take Introduction to Algebra (Pre-Algebra), Algebra I, and Geometry. Students are encouraged to take Algebra II, Pre-Calculus, and Trigonometry and Calculus.

A new course this year, College Math Prep, helps prepare MDS college-bound students maintain knowledge and skills necessary for taking college entrance examination by reviewing Algebra I, Geometry, and Algebra II. Emphasis is on application of concepts. Objectives are taken from the Essential Mathematics Curriculum.

Science
To obtain a Maryland state diploma, three credits in science are required. These three science credits may be earned by taking two science courses in addition to the required course in biology.

Biology treats five basic areas: diversity of organisms, ecology, cell biology, basic botany, and zoology. The primary emphasis is on the importance of biology in everyday life, the course involves the student in a variety of hands-on experiments. All state mandated environmental goals will be addressed and students will be required to complete an environmental action project. This course also includes additional state mandates on drug education.

Introduction to Chemistry/Physics will introduce the student to basic concepts in chemistry and physics. Introductory chemistry includes matter, atomic theories and models, physical and chemical changes, chemical reactions to form compounds, and acids, bases, and salts. Introductory physics will include mass, weight, density, force, machines, and forms of energy. All laboratory activities will stress the scientific method, and some laboratory reports will be required.

In Chemistry, the study of matter, includes problem solving, changes in matter, energy, chemical nomenclature, molecular concept, chemical equations, gas laws, atomic theory, periodicity, bonding, solutions, and acid-base theory. Students will be expected to record and analyze data, and present laboratory reports in an organized format. Students must have taken Algebra before taking this course.

Environmental Science will provide a comprehensive study of ecological concepts and environmental issues which will exceed the State of Maryland's Environmental Education Bylaw. This course helps create knowledgeable and environmentally active citizens. Instruction will include lecture, discussion, cooperative study, guest speakers, labs, field trips, and individual/group research. Major topics include: ecological principles/conservation, water resources, and quality, land management, air quality, natural resources and management, and noise pollution.

In Earth Science, students study the Earth's atmosphere, weather conditions; the Earth's materials and the conservation of natural resources; constellations, lunar and solar phenomena, and space exploration; the origin and development of the universe; effects of weathering and erosion, and geological history.

Social Studies
The High School Social Studies Department is an active department in implementing the Essential Curriculum as well as meeting the needs of today's students. The department offers three required courses of study along with a variety of electives for those who wish to pursue further study in the Social Studies area. Each required course has a selected learning activity trip that augments the curriculum. The unique aspects of our core courses is the infusion of Dead History/  Stories that are applicable to the time period of study.

Students enrolled in Social Studies courses have been assembling a MSD Calendar. The work in this project enhances the students' understanding of Dead History in the making as contributed by the alumni of MSD.

Deaf History Week and Clerc Gallaudet Week activities offer a better understanding for the contributions of Deaf people to our society.

Modern World History covers a broad time span from Reformation and Exploration to the current trends in our world. One trip is offered during this course of study: the Holocaust Museum in Washington, D.C. A case study on a particular country of choice is selected and re-
computer account and password. Teachers encourage students to access the wide variety of computer network programs which MSD has available. It is MSD's goal to continue to integrate computer applications into academics in order to keep all of the students in touch with advancements in technology as much as possible.

The Job Training Center (JTC) is another unique aspect of the LBE program. Students first learn the concept of “working for someone else”. They perform a variety of job skills to complete job orders or contracts that come into JTC. These job contracts include making instructional materials and visual production for on-campus customers, as well as completing job orders for off-campus customers. They gain job responsibilities from following an on-campus job placement. They learn how to work with a job coach and how to demonstrate “first step” behaviors that are needed to hold a job. The on-campus job placements are unpaid and the experiences they gain are necessary to move on to off-campus job placements.

Students who attend JTC develop a portfolio which includes job applications, personal information, job vocabulary, job behaviors, interviews, resumes, and any other information that is deemed helpful for them to acquire a job after they leave MSD.

The Work Study Program at MSD continues to grow every year. It is an essential part of the LBE Program! Students who participate in the Work Study Program discover career interests and aptitudes while developing knowledge and skills related to the job, gain desirable work habits, and learn acceptable social skills. Students learn how to get a job and how to hold a job. They complete applications for employment, have job interviews, and wait to be notified about the job. They reap the benefits of this program for years to come as they progress through their careers.

The Work Study Coordinator and job coaches work at the job sites with the students until they are comfortable with their duties. Students who work off-campus receive a paycheck for the services they provide to their employers. They are also evaluated by their employer each quarter of the school year and receive a grade on their report card. The evaluation is shared with each student so he/she knows how well they work. Currently, LBE students work at McDonald’s, Burger King, Wendy’s, Rick’s Fish and Pet Shop, Citizen’s Nursing Home, and the DAS Daycare Center. Preparing students for employment and guiding them through the experience in the work environment are essential for their future job success.

The LBE students who are involved in the Work Study Program have savings accounts through their math class with the First National Bank of Maryland. This bank was chosen because of the willingness they have shown in working with MSD students and also because of the many branches they have all over the state. Students open and maintain savings accounts and apply banking skills they have learned in their math classes. MSD has received wonderful parental support for this project and the students involved have developed a wonderful rapport with the bank employees. This project provides them with a skill they will use for the rest of their lives. Teachers have seen money skills improved, money concepts enhanced, and self-esteem and pride increased tremendously.

Because the LBE program helps develop self-esteem and an improved self-concept, teachers have seen an increased involvement in after school activities and sports programs. LBE students are members of football/wrestling/basketball track and field teams as both players and managers. They have taken trips to Florida, West Virginia, Virginia, and Washington, D.C. and have great pride in knowing they are an important member of a team.

The goal of the LBE Program is to graduate students who can live and work as independently as possible. MSD recognizes each student as an individual with his own strengths and terrors. In the five years this program has been in operation, teachers have seen tremendous growth in students and feel great pride for all they have accomplished. As teachers modify, expand, and improve the LBE Program, they expect students to reap even more benefits and leave MSD with a wealth of experiences and skills, ready to tackle whatever awaits them in the "real world".

...DID YOU KNOW? APPLIED ACADEMICS DEPARTMENT

The Applied Academics Program at the Maryland School for the Deaf - Frederick consists of five areas: 1) arts, 2) computers, 3) driver education/health/physical education, 4) trades, and 5) work experience. All of them emphasize problem solving, teamwork, and hands-on learning in a real world context. With a growing number of students enrolling in high school, the Applied Academics Department will prepare them for lifelong learning and increased academic competence.

Art

In addition, students explore and produce a wide variety of exciting art works in two and three dimensions. Their assigned projects may include design, drawing, painting, printmaking, crafts, ceramics, and fiber art.

Students must supply their own cameras with manual controls and be able to purchase supplies for their Photography courses. They are required to photograph, develop, and print a wide variety of quality photographic art works to create a portfolio. Their process portfolio include finished art works, self-evaluations, idea sketches, handouts, notes, and critiques.

As a requirement for their Publications course, students produce M.S.D.’s annual yearbook, The Cornerstone, which includes planning, layout, photography, writing, and computer graphics. This class also requires a strong commitment to produce The Maryland Bulletin three times a year.

Computers

Communications Technology, a technology education class, allows students to interact with the latest tools used to organize and present ideas. They also apply their academic knowledge of verbal and written language with graphic and technological innovations.

Computer Graphics, an advanced technology class, provides students with opportunities to draw and design computer generated color graphics. They should have basic computer: "application and visual arts knowledge before they take

Travis Hayes is using a press and Kelly Corrigan is working out with dumbbells in the gym.
Ms. Charlotte Anderson checks out Derrick Williams’ work as Jostin Strading wants his turn in her Health class.

the course.

Computers and Technology, another technology education class, gives students a working knowledge of operating systems and computer network architectures. They are taught to develop computer science skills to enable them to select and use appropriate technology tools for problem solving.

The efficient operation of the electronic keyboard through the use of touch typing is taught in Keyboarding. Students use personal computers exclusively and select software applications. Students learn the basic language of drafting by completing a series of drawings and projects in Technical Drawing, another advanced technology class. They develop an ability to visualize objects in three dimensions, read blueprints, prepare working drawings, and draw clearly and accurately.

Another advanced technology class, Word Processing, Database and Spreadsheet Applications, requires students to use personal computers exclusively to identify which software to use for a particular application and how to integrate various applications.

Driver Education class provides individualized instruction and on the road training. After completing a specific number of training hours, students take written and road tests in a nearby Motor Vehicle Administration facility.

Health/Physical Education

In Fitness for Life class, students evaluate their physical fitness levels, as well as develop and engage in a personal fitness program. Health class includes units in drug education, nutrition and fitness education, consumer education, mental health education, and life saving techniques.

Individual and Dual Sports courses provide students with opportunities to improve personal levels of physical fitness through participation in individual and partner activities and sports.

In Pre-Pets, Positive Relationships, and Effective Parenting, class, students gain knowledge, skills and attitudes needed for healthful relationships with other people within the family setting and in a global society.

Students engage in a series of activities designed to improve strength, muscular endurance, cardiovascular efficiency, flexibility, agility and during their Strength Training and Fitness courses.

Team Sports class provides students with opportunities to improve personal levels of physical fitness through participation in team games and sports.

Trades

In Advanced Mechanics and Equipment Operation - Large and Small Engines class, students develop skills in the operation and service of small and large engines. It follows the Engine and Power Technology class, with increased emphasis on large engines, support systems and equipment operation.

Advanced Mechanics and Equipment Operations - Metals and Electric Motors class provides students with skills in the agricultural applications of metals, and the operation and service of electric motors.

Clothing Construction class provides students with an introduction to the principles of fashion design and includes coursework in the identification, selection, and care of textiles. Laboratory opportunities allow them to learn about particular sewing methods.

Engine and Power Technology class is an intensive study of the theory, operation, maintenance, and repair of two- and four-cycle small and multi-cylinder engines.

Independent Living is designed to help students begin the process of planning for a balanced and fulfilling life. Some examples of activities that provide relevant, practical experiences include evaluating the accuracy of nutrition information from a variety of sources and planning and preparing nutritious meals.

Students focus on their own eating experiences as they gain confidence in eating well through the selection and preparation of healthy foods from their own and other cultures in their Life Skills/Culinary class. It follows the Independent Living class, with increased emphasis on foods.

Work experience courses help students develop skills in the proper use of virtually all types of wood, line tools. Students are actively involved in project work, both assigned and personal choice.

Work Experience

In After-School Work Experience class, students are employed part-time under the cooperative supervision of the employer and the Work-Study Coordinator. The places of employment are as follows:


In Off-Campus Work Experience class, students are assigned part-time duties under the cooperative supervision of the MSD employer and the Work-Study Coordinator. The following part-time duties are:

1. Applied Academic Aide; 2. Elementary Aide; 3. Elementary Physical Education Aide; 4. Middletown Schoo Aide; 5. Middle School Aide; and 6. Middle School Physical Education Aide.

Job Training Center class prepares entry-level students for on-campus work training on MSD campus and for employment in a broad range of occupations in the community. It provides opportunities for students to develop interpersonal skills and eventual independence in the workplace.

Some work assignments take place in:

1. Deaf Access Services Office; 2. Elementary Department; 3. Family Education Department; and 4. MSD Cafeteria.

Student Service Learning class is open to students interested in helping community agencies/school offices or in serving as tutors or peer tutors in middle school department and elementary school departments.

Students must earn a minimum of 75 hours to meet graduation requirements for their Maryland High School Diploma.

Ten years ago, the Deaf Community shut down Gallaudet University for seven days in a non-violent protest of Gallaudet University's Board of Trustees decision to hire a new president. Dr. Ethelbert Zinner as the university's seventh president, Dr. Zinner with no previous experience working with Deaf people and possessing no knowledge in American Sign Language was selected over two highly qualified Deaf candidates, Dr. I. King Jordan and Dr. Harvey J. Conson. Both Dr. Jor-
dan and Dr. Conson had over 20 years of experi-
ence working with Deaf people and were fluent in American Sign Language as well as in English.

The campus protest galvanized the American and International Deaf communities and thousands of hearing friends and supporters, and the Deaf President Now (DPN) cause quickly evolved into an international social movement. "Time is Now" logic was initially enticed by many members of the Deaf community, but later was embraced by an overwhelming majority of Deaf people inside and outside of Gallaudet University. Politicians and media personalities also affirmed that it was time for Gallaudet Univer-
sity to elevate one of its own graduates to its highest office. Dr. I. King Jordan, stopped into this role on March 13, 1988, and is forever im-
mortalized in the history of Deaf people.

Ten years have passed. DPN sent shock waves throughout many aspects of the Ameri-
can society, and those waves are still felt today. Perhaps one of the most significant contribu-
tions of DPN was the passage of Americans with Disabilities Act (ADA) in 1990. Principal ADA authors United States Senator Tom Harkin (D-
lowa) and disability leader Justin Dart have credited DPN for reviving ADA when it was lan-
guished in legislative committees. Both again praised DPN at the United States Capitol after the 10th Anniversary march re-enactment from Gallaudet University to the Capitol on March 11, 1998. Another significant contribution of DPN was the establishment of telephone relay services in fifty states and the District of Co-
mbia. In 1991, the Maryland Association of the Deaf successfully lobbied for the passage of the Relay Bill supported by State Delegates Thomas Harvey (D) and Del Obenshain (D). Yet another significant achievement was the passage of the Television Decoder Circuitry Act of 1990. This mandates that all newly manu-
factured television sets larger than 13 inches have a built-in decoder chip for closed captioning.

Before DPN, there were only three Deaf su-
perintendents of schools for Deaf students, and today there are fifteen. In the past ten years, countless Deaf individuals have become mem-
bers of school boards, principals, assistant prin-
cipals, team leaders, and pre-school and elemen-
tary teachers. Deaf Education at many programs are coming full circle. Bilingual Education (American Sign Language and English) ap-
proach was a prevalent method of instruction during the 1960's the Millicent of 1980 passed a motion supporting the Pure Oral Method. Gradually and the eventual sup-
pression of American Sign Language dominated the educational landscape at most schools dur-
ing the 1990's until the start of the Total Com-
munication movement during the late 1960's. Bilingual Education (Instruction in American Sign Language and English) is now adopted in a growing number schools and programs as more and more Deaf individuals become top-
level and mid-level administrators with policy development responsibilities. Members of the Deaf Community, historically silent about the affairs of their local schools and programs, are becoming increasingly organized and vocal about the future directions of their schools.

Since DPN, there has been an increased rec-
ognition and awareness of Deaf people of color. National organizations such as the National Black Deaf Advocates, National Asian Deaf Congress, National Hispanic Council of the Deaf, and Intertribal Deaf Council have grown in membership and political clout. Deaf Women United, a national organization of Deaf women, has also thrived in the past ten years. Many leaders of these organizations have acknowl-
edged DPN as the source for their inspiration and courage as they ventured into uncharted waters of self-determination.

Jeffrey Rosen, Esq., eloquently commented at the "Deaf President Now Revisited" Confer-
ence on March 12, 1998 that "...perhaps the most profound impact of DPN on many Deaf people was the shattering of their learned helplessness." Too many Deaf people were just not confident in their ability to get what Deaf people can achieve. After all, many Deaf people grew up in pater-
nalistic environments where they have subcon-
scious internalized societal and often familial attitudes that they are defective individuals in-
capable of self-determination. DPN for the Deaf community was a cathartic moment breaking free from this suffocating and debili-
tating helplessness. There are thousands of anecdotes of Deaf individuals who have be-
come active for the first time in their homes, classrooms, workplaces, and local communi-
ties. Deaf individuals requested and received interpreting services for the first time; were promoted in the workplace; and their relatives, friends, and colleagues learned American Sign Language.

DPN has profoundly impacted me. Grow-
ing up in a Deaf family during the 1950's, 1960's, and 1970's, I saw my parents endure ignorance, prejudice, and often subtle but sometimes blatant discrimination. I often wanted to speak out, but my parents have al-
ways told me to keep quiet. They explained that we would be fools to confront "the source" of our anger because we would probably face further retaliation. During the months lead-
ing to DPN and during the DPN work, I was an English instructor at Gallaudet and was in-
volved with pre-DPN and DPN week activi-
ties. During the six month period, I not only represented myself but my parents and all the wonderful Deaf adults I knew as a child. DPN was a very empowering and liberating experi-
ence for me, for I witnessed for myself and for my family how thousands of Deaf people came together during the DPN week and cried out against the discrimination of our collective lifetimes. Four years after DPN, in 1992, I became the first Deaf Superintend-
tent at MSD. If DPN did not happen, I would probably still be teaching English at Gallaudet.

DPN's legacy has inspired our children. Rachel Benedict, MSD third grader, was shocked upon learning from her parents that Gallaudet University has had a Deaf president for only ten years of its 134 year history. This shows that she and other Deaf children's ex-
pectations are wonderfully high that they natu-
 rally expect a Deaf person to be in a leader-
ship position. Armed with great expectations of ourselves, Deaf children will grow into tomor-
row's leaders demanding greater partici-
pation in all aspects of American society and will carry on the work that Lauren Cler and Thomas Hopkins Gallaudet started: Uncondi-
tional Equality for all Deaf Americans.
MSD-Frederick Campus’ Continuity in Staff Development

MSD teachers and administrators continued to enhance their skills in instruction and assessment through a continuing series of staff development sessions. On November 21, 1997, the Frederick Campus Administrative Team (FCAT) and Columbia Campus Administrative Team (CCAT) along with ASL teachers participated in a half-day session on defining rubrics for the new categories of the MSD Teacher Observation/Evaluation form. The new categories called for observers and evaluators to assess teachers' effective utilization of ASL (American Sign Language) and English-in-print which is part of the MSD Bilingual Education Policy. During the half-day session, FCAT and CCAT agreed to participate in further training on observing and evaluating teachers' communication skills. On January 20, FCAT and CCAT traveled to Western Maryland College to participate in the first part of a two-part workshop. Mr. Mel Carter, Jr., a well-known presenter and expert on observing and evaluating teachers in the field of deafness from the California State University at Northridge, worked with the participants on observing teachers' examples of effective communication skills in ASL. FCAT and CCAT learned to calibrate their observing/evaluating ratings in order to provide consistency at MSD. On January 23, Mr. Carter came to MSD and worked with FCAT and CCAT on calibrating their observing/evaluating ratings. The next step for FCAT and CCAT is to participate in another series of workshops on observing/evaluating teachers' effective communication skills in English-in-print sometime this spring. MSD wishes to thank the Bi-Bi Committee for their financial support of the workshop for administrators.

Teachers along with their assistant principals participated in a winter series of workshops to continue enhancing their assessing and teaching skills in order to support the implementation of the MSD Essential Curriculum. Here is a list of the recent and upcoming workshops at the Frederick Campus:

**Middle School Math Teachers**

January 14, 1998: “Math CRES (Criteria-Referenced Evaluation System) and Problem-Solving in Middle School” with Dr. Bonnie Ward, FCPS (Frederick County Public Schools) Secondary Mathematics Curriculum Specialist

**Columbia Campus Administrative Team, Frederick Campus Administrative Team, Student Life Counselors, Curriculum Core Committee Teacher Representatives**

January 22, 1998: “Character Counts” Workshop with Dr. John George, FCPS Elementary Social Studies Curriculum Specialist and Elementary Coordinator of Character Counts

**Elementary Teachers**

February 2, 1998: “Team Teaching in the Elementary School” with Ms. Nancy Williams, School Site Facilitator

**Upper Elementary, Middle and High School Science Teachers**

February 3, 1998: “A Constructivist Approach to Teaching Science” with Mr. Larkin Hohok, FCPS Secondary Science Curriculum Specialist

**Elementary Teachers**


**Applied Academics Fine Art Teachers**

February 18, 1998: “Fine Arts: A Maryland Curricular Framework with Mr. Carroll Kenne, former FCPS Art Curriculum Specialist and Mr. Richard Cullerton, FCPS Art Teacher

**Middle School Teachers and Applied Academics Teachers**

February 23, 1998: “Teaching Strategies for Middle School Students with Dyslexia” with Ms. Karen Cochran, FCPS Secondary Dyslexia Specialist

**Applied Academics Computer Education Teachers**

March 3, 1998: “Computer Education Workshop - Part II” at FCPS Career and Technology Center with Mr. Bill Miller, FCPS Supervisor of Career and Technology Education and Mr. Mark Payne, FCPS Computer Specialist

**Pre-Kindergarten, Kindergarten and Grade 1 Teachers**

March 12, 1998: “Benchmarks for Language Arts” with Ms. Nancy Gordon, FCPS Elementary Reading Specialist

**Grade 5 Math Teachers (Frederick and Columbia Campuses)**

March 16, 1998: “Updates on the Grade 5 Math Essential Curriculum” with Mr. Nelson Palmer, FCPS Elementary Math Curriculum Specialist

**Support Staff from Psychology Department, Middle and High School Teachers, Student Life Counselors and Librarians**

March 17, 1998: “ADD/ADHD Workshop” with Ms. Cathy Coble and Chris Gialardi from Frederick County Public Schools

**Applied Academics Physical Education/Health Teachers**

March 18, 1998: “Physical Education in the Future with Technology” with Lynn Carr, FCPS Curriculum Specialist for Physical Education and Athletics

**Middle School Teachers**

March 20, 1998: “Group Dynamics and Team Teaching in Middle School” with Ms. Sue Ann Noggle, FCPS Staff Development Facilitator

April 29, 1998: “Updates on Frederick County Public Schools’ Middle School Essential Curriculum Program” with Ms. Claire Kondig (FCPS)

—Andrea Feldman, Director of Curriculum and Instruction
Columbia Campus’ After School Program

Columbia Campus after school program has started its second session of activities for its students. After a short disruption in the swimming program due to re-gouting of the pool and repair to its filter, the Monday afternoon swim program has finally begun. This is still the most popular activity offered and is always well attended by 50 or more students. The dance program, which held its school wide demonstration a few weeks ago will begin again in early March. After seeing the most recent performances, several students and parents expressed interest in signing up for the next session.

The hiking activity has continued. The students thought it would prove to be a good exercise activity as well as a challenge to hike in the cold and snowy winter. Well, the hiking has been fun, but it has only been wet and more like early spring than winter. The staff members have added an art and crafts activity which grows in popularity almost weekly. As in past years, they have also conducted a basketball program. This is very popular among the boys and usually a few girls. The team has been coached by Rick Kaufman and Owen Long.

MSD-CC has already had one game against Kendall, and Proterquck. The big event of the season though, took place on February 20th when the team went to Kendall for an all day, four team tournament. MSD-CC, Kendall, the Pennsylvania School for the Deaf (PSD), and the Delaware School for the Deaf were involved. MSD-CC ended up placing third for the tournament.

In game one, MSD-CC played against PSD. The team looked good in the early going and led 10-8 during the second quarter. Unfortunately, a few careless plays by MSD-CC’s part gave PSD the half time lead at 16-10. MSD-CC boys fought hard to the final buzzer, but ultimately lost to what proved to be the championship team of the tournament.

Game two was against Kendall, and MSD-CC started very strong taking a 14-5 lead halfway into the 2nd quarter. Thanks to Kendall’s aggressive defense, they reduced the lead to just one point at half time, 14-13. MSD-CC lost the lead at the start of the 3rd quarter and fell behind by 8 points in the 4th quarter. MSD-CC fought back and got to within 3 points with three seconds left in the game. Again, it was not to be, as MSD-CC’s three point shot at the buzzer fell short.

MSD-CC’s third game was the consolation game MSD against Delaware. As in the past two games, boys started out very strong. Unlike the past two games, they remained strong and went on to win the game 31-20. The students enjoyed themselves enormously. Besides the fun of the games, new friends were made with students from other schools. There were also several skill related contests that gave two of MSD-CC’s players some special recognition. Andre Walker won the “shoot-out” contest with Anthony Meadows finishing second. It was so much fun, everyone is already looking forward to next year’s tournament in Pennsylvania.

—Rick Kaufman, Student Life Counselor-CC

A White House Christmas Visit

Visiting the White House is extra special when MSD-CC has a guide with close!! It just so happens that the mother of first grader Lark McNamara is an attorney for President Clinton! She met MSD students at the gate and showed them around the rooms filled

Photo Credit by Canale-More

MSD - Columbia Campus student, Lark McNamara with her mother, Nancy McNamara, VICE President Gore and President Clinton in the White House Oval Office.

Photo Credit by Deanne Williford

Second graders with Ms. Doris Geppert (aide), Ms. Rhonda Stevenson (teacher), and Ms. Deanne Williford (teacher) pose for a picture in front of the White House.

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with exquisite holiday decorations and the main trees. Everyone had their favorites and when one second grader was asked if she would like to live in the White House, she replied, "No, there are too many things to break."

At the end of the tour, each of students was treated to a box of M&Ms and a special Christmas card from the Clintons. This experience really helped bring the students' units on citizenship to life.

—Deanna Wiliford, Elementary Teacher-CC

Columbia Campus Celebrates Clerc/Gallaudet Week

The Social Studies/Multicultural Infusion Curriculum Committee at MSD-CC sponsored a week-long celebration of the birthdays of Laurent Clerc and Thomas Gallaudet from December 8-12, 1997. The children and staff participated in a variety of activities that were both informative and fun.

The celebration began with a Kick-Off activity for everyone in the auditorium. Mr. Al Couthen, Assistant Principal of the Elementary Department and Mr. John Savolin, Assistant Principal of the Transitional/Middle School Departments performed a skit which traced the historical events that brought Laurent Clerc from France to America to start deaf education in America. Mr. Couthen, a graduate of the American School for the Deaf (ASD) in Hartford, Connecticut, told the story of Clerc and Gallaudet in depth to different groups of students during the week.

Two trivia posters of questions related to Clerc and Gallaudet and the start of deaf education were posted in the Steiner and Main Buildings. The students were encouraged to read about Clerc and Gallaudet in order to answer the trivia questions.

The Committee also sponsored an art/drawing contest. The picture had to depict some aspect of the historical events connected with Clerc and Gallaudet. The winning picture, drawn by Mackeiz Dobbins, a middle school student, was used as the program cover for the play, "A Dream For Alice" written and directed by Ms. Michelle Alishock. This play, performed by elementary and middle school students, gave an account of the start of ASD and deaf education in America.

At the end of the play, the staff and students shared birthday cake in honor of Laurent Clerc and Thomas Gallaudet. Too bad Clerc and Gallaudet could not be present for their birthday celebration.

—Evelyn Hill Johnson, The Social Studies/Multicultural Infusion Curriculum Committee Representative

All the Difference

Based on a close reading of Frost's "The Road Not Taken," is the speaker satisfied with his decision or not?

Nine MSD high school students debated this question recently for over an hour in which their animated conversation, high level analysis, and active participation contrasted sharply with the image most of us have of young people reading poetry in English class. And this group meets weekly for what has come to be known simply as "seminar."

Students do nearly all of the discussing in seminar, but seminars are not "rap sessions." Students must carefully relate their comments to a shared text, pushing deeper and deeper into its issues rather than relating it to personal experience.

The seminars are conducted by Mr. Mark Rust and Mr. Kevin Strachan. As seminar leaders, they start with a provocative opening question and then use the flow of discussion to help students form new questions of their own. They also make sure that students support their opinions with specific evidence from the texts they analyze. Seminars may be conducted using poetry, short stories, plays, novels, historical documents, and works of art. The use of fine arts, in fact, allows students who are struggling with reading to still practice and develop the skills of analysis and higher level thinking.

Seminar is not easy for students, but the results of seminar are often amazing. "Students need some time to get used to this," explains Mr. Rust. "They are used to answering teacher prepared questions, but not used to honest and open discussion of their interpretations of reality, mature texts, and not used to having to support their statements with evidence. It is remarkable how very difficult it can be".

At MSD-Columbia Campus, Markees Dobbins, 6th grade student, won the art contest for Clerc/Gallaudet Week with this drawing.
for a child to share his or her ideas with peers." At the start of the year, there are always some hurt feelings, and even some tears. But soon enough students do get the hang of it. Mr. Strachan notes that once students understand and accept the process of seminar "it is exhilarating to sit quietly for close to an hour watching young people work together at such a high level of thinking, to watch them have truly deep, meaningful conversations about poetry and art."

And the students are excited about seminar, too: "Seminar lets me express my opinions and gives me new interesting ideas and concepts." (Kimberly Clapp) "I like searching for evidence to support my arguments, and I like being challenged and knowing other people's opinions." (Keith Nolan) "Seminar is cool 'cuz we all get to express our ideas. And we learn to communicate better and be open to other's opinions." (Jessica vonGarell) "I love seminar." (Joshua Walker)

For MSD's high school students, seminar is new road, and from all indications it seems to be making a difference.
—Kevin Strachan, High School Teacher-FC

Secretary Conti Visits Third Graders

On November 24, 1997 Secretary Eugene Conti, Jr., of the State Department of Labor, Licensing and Regulation visited the Columbia Campus of the Maryland School for the Deaf. Secretary Conti met with Ms. Nancy Downey's third grade Language Arts class in the school library. He read a Thankgivking story to the children. The story was interpreted by Ms. Betsy Moore who is a Deputy Secretary for the Department of Labor, Licensing and Regulation.

Secretary Conti's visit helped to promote a special mission within his department: "Readin... A License to Succeed and a Labor of Love". He visited several other elementary schools throughout the state to encourage children to read, especially in November, which is Family Reading Month.

Secretary Conti gave the students bookmarks from his department. He also shared information with the students regarding the "Read to Achieve" program sponsored by Governor Parris N. Glendening in which the children send the Governor a list of ten books that they have read and the Governor sends them a special certificate to recognize their achievement.

The students enjoyed meeting Secretary Conti. They have been motivated to read more and are working to earn that special certificate from the Governor.
—Nancy Downey, Elementary Teacher-CC

Our Adventuresome Geopets

What's a "Geopet" you ask??!! It's a stuffed animal "pet" with a love of "geo"graphy!! Each second grader brought in a stuffed animal that Ms. Willford's class outfitted with a "back-pack" to hold the pet's journal, map, and introductory letter. A great big tag with a picture of Ms. Willford's class and instructions on how to tend for the pet is attached with a bow around the geopet's neck.

The tag instructs the receiver to take the pet on a trip with him and write in the pet's journal or logbook about the trip and give a little background about the caretaker. The class members encourage the person to send e-mail or a postcard back to them to let them know where the geopet is and where he is going. Then that person has to pass the geopet on to another trustworthy traveler to continue the journey.

Last year all the pets came back before the end of the school year except for one. The students were amazed how much effort the caretakers put into the journals, sending of postcards and e-mail and even taking photos of the pets going on cruises, riding horses, in canoes, sun-bathing on cruise decks and sleeping over with dogs and other stuffed animals!! Their pets went to Mexico, California, and all the way to Europe for a 3 week tour.

It was very heartwarming to see what all the total strangers would go through to give some deaf children in Maryland a thrill!! The boxes that the geopets returned in were filled with shells, starfish, photos, letters from other deaf children (in NC), and even a Native American headdress!!
—Deanna Willford, Elementary Teacher-CC

"Rainbow", the geopet of second grader Albert Tharpe III with some of his photos and his headress.

Photo Credit: Deanna Willford

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Maryland School for the Deaf Nutritional Services Recognized by the Maryland State Department of Education

Through rain, sleet, snow and driving winds, wonderful meals: breakfast, lunch, and dinner, are served every day. Because of this, MSD Nutritional Services has been recognized for such outstanding service.

During the Biennial Administrative and Professional Development Conference for Maryland Food & Nutrition Programs held in September, 1997, Ms. Penny Ellis, the Nutritional Services Administrator for the Frederick Campus and Ms. Hazel Baldwin, the Food Services Manager at the Columbia Campus, were recognized for outstanding efforts in staff development and training for the previous school year.

They were each presented with a certificate from the Maryland State Department of Education during this conference.

Also during this conference, The Maryland State Department of Education used MSD’s reports as an example for the entire state to follow when conducting their mandated Food and Labor Studies.

These are just two examples of the fine job that is done each day and each meal at the Maryland School for the Deaf. One need only take a look at any county school menu and compare them to MSD’s menus and MSD staff will be astonished at the quality, quantity, and variety of meals that are provided to all staff and students each day.

If MSD staff members happen to see either Ms. Eiker or Ms. Baldwin, please congratulate them and their staff on a job well done.

—Mark Sewell, Director of Support Services

Kwanzaa Celebration

On December 17, 1997 the Columbián Campus elementary students were spellbound as Ms. Wallis Washington from the National African Institute in Washington, D.C. talked about Kwanzaa. Ms. Lavette Johnson was the interpreter.

Ms. Washington was dressed in native African costume. She also brought several items to show. As Ms. Washington showed each item, she explained how the plant, candles, fruit and musical instruments were used in the seven days of Kwanzaa. She explained how the celebration developed the respect for African harvest, culture and family. Ms. Washington encouraged all African Americans to have pride in their heritage.

The students learned about sharing of gifts and the unity of family. Students were given an opportunity to ask questions and touch the items Ms. Washington brought with her. Everyone had an enjoyable time of sharing.

—Linda Knoz, Elementary Teacher-CC

Classes, Classes, Everywhere

During a week in November, the heating system in the Steiner building was shut down for repairs. School went on as usual, with all classes being held in the Main Building. Although challenging at first, everyone settled into a routine and school went on as usual.

Mr. Pierre Daze’s fourth grade class meets in the multipurpose room to complete several assignments.
Black History Month

Ms. Connie Mac's first grade class was thrilled to have Mr. Al Couthen as a guest speaker during Black History Month. Mr. Couthen highlighted Martin Luther King's "dream" in life. In closure the students made and shared "I Love You" hand signs to signify friendship, peace, and harmony between all people.

—Connie Mac, Elementary Teacher-CC

MSD Wins the Mid-Atlantic Regional Academic Bowl

Like a half-court shot at the buzzer, a bomb to the end zone as the clock clicks to zero. A grand slam home run front the final pitch of the game. So were the final moments of the Mid-Atlantic Regional Academic Bowl Competition where MSD risked all their points on the final question to steal the victory from MSSD. MSD had competed against six other schools to advance to the final rounds: Delaware School for the Deaf, Western Pennsylvania School for the Deaf, Scranton State School for the Deaf, Marie Katzenbach School for the Deaf, Virginia School for the Deaf and Blind, and Model Secondary School for the Deaf. All day long MSD's team made up of seniors Allison Polk and Tim Riker and freshmen Keith Nolan and Joshua Walker answered hundreds of questions. These questions ranged from History; Mathematics; English Language and Literature; Science, Nature, and Technology; and Geography; to Fine Arts, Deaf Studies, Current Events, and Popular Culture.

The competitions were hot. The first time MSD competed against MSSD, MSSD won by only three points. And when they met in the championship match MSSD earned an early lead which they held throughout the game. But MSD, at one point down by nearly 40 points, rallied to within a single point, but when the regular rounds were over, MSSD led again by 20. Now it was time for the Gambler Round, a single question on which the teams can gamble any amount of the points that they had earned. The category: Science, Nature, and Technology. MSSD fumbled and the clock ran out before they could bet; their score would stay at 109. MSD with 89 points beat it all. Answer the question incorrectly and MSD has 0 making MSSD the champs. Answer correctly and... The Question: What are the names of the two moons of Mars? The teams have 30 seconds to answer this final question, and MSD needed all those seconds struggling to think of the answer. An answer that the judge declared right and that not only gave MSD 1st Place, but also the opportunity to compete against the other regional winners—California School for the Deaf, Fremont; Missouri School for the Deaf; Alabama School for the Deaf, and Newton North HS, Newtonville, Massachusetts in the National Academic Bowl competition to be held at Gallaudet on Friday, April 24th.

MSD's drive home from the competition that night was a pleasant one. The moon was crescent, and bright in the sky were the planets Venus and Mars. And somewhere spinning endlessly around the red planet were its moons Deimos and Phobos!

—Kevin Strachan, High School Teacher-FC

The 1998 Mid-Atlantic Academic Bowl winners showing their first place trophy. Front row: (l to r) Mr. Kevin Strachan, Coach; Allison Polk, Ms. Peggy Ann St. Johns-White, Coach; and Ms. Bette Hicks, Assistant Principal-High School Dept. Back row: Keith Nolan, Timothy Riker, and Joshua Walker.
Deaf President Now . . .
A Glimpse into the 10th Anniversary Celebration of the DPN Movement

Festivities honoring the Deaf President Now's (DPN) 10th Anniversary, kicked off at MSD (Frederick), on Monday morning, March 9, with the assistance of Ms. Andrea Feldman and Ms. Geraldine Whit, of the Multicultural/Deaf Studies Infusion Curriculum Committee. This was a week-long celebration from March 9th through March 13th which turned out to be one of the busiest weeks at MSD!

On Monday, March 9th, MSD welcomed 1985 alumnae Bridgetta Bourne-Firl, one of the DPN student leaders to share her memories with MSD students. Ms. Bourne-Firl, currently residing in Fremont, California, said, "It is always a honor having the opportunity to return to MSD." She explained how she got involved in the DPN Movement and what she learned through this experience. It was a real pleasure having her on campus.

On Tuesday, March 10th, MSD superintendent James E. Tucker, with a huge 50-inch television, shared his memories of the DPN Movement in four sessions to elementary, middle, and high school students. Mr. Tucker, who was a member of the Ducks (a social group of men), was intensely involved in promoting events that led to the DPN Movement, as well as during the protest.

Before Mr. Tucker began his presentation, Ms. Whit surprised him with a present from the school, a large piece of rolled paper tied with a red ribbon. It was an enlarged copy of the Washington Post front page with a picture of the first Deaf president of Gallaudet University, Dr. I. King Jordan. Right behind Dr. Jordan, stood Mr. Tucker proudly hailing him and the successful results of the DPN movement!

Using the huge television set, Mr. Tucker showed a videotape commemorating DPN's fifth anniversary. There were some familiar faces from MSD that were in that videotape, and interviews with students, discussing the impact of DPN. Mr. Tucker continued discussion of how DPN has impacted the Deaf community and the world as a whole. Students brought up interesting comments and good questions. One elementary student (who was born after 1988) expressed her perplexity as to why the fuss about having a Deaf president. "Deaf president... so what? There has always been one, as well as a Deaf superintendent here at MSD." Naturally, this brought smiles to many older Deaf people who were present at that session.

There were also several Deaf teachers sharing their personal experiences of oppression based on their deafness: how frustrating it could be trying to rent a home, watching movies without captions, and getting job promotions.

On Wednesday, March 11th, it was such a cold, wintry, and blustery day with temperatures in the high 20's and low 30's. Yet, MSD took part in the heartfelt march of approximately 3,000 people from Gallaudet University to the Maryland School for the Deaf (Gallaudet University).
U.S. Capitol in remembrance of the march that took place ten years ago that changed the world for Deaf people forever. MSD students and staff rallied around an extraordinary banner made by middle school teacher, Ms. Maureen Klasus and students. They arrived at Gallaudet University around noon. The events started at 1 p.m. People all congregated in Gallaudet University Field House. It was so unbelievably packed. People had come from all over the country to celebrate this event. In honor of this event which opened doors for Deaf people, new issues were discussed: the much-needed preservation of Deaf schools nationwide and awareness of the federal budget cutting of captioned programs. After the Field House Program and the march re-enactment, many of the students were freezing outside the Capitol because of the seemingly sub-zero temperatures. Some of them rushed over to nearby Union Station where they thawed out and enjoyed the food court.

On Thursday, March 12th, MSD staff and students shared their memories as to where they were during the DPN protest in 1988. Several of those who got on stage to tell their personal stories included principal, Mr. Chad Baker; teachers Ms. Jenny Sue Bourne, Ms. Marilyn Schribner, Ms. Kathleen Setzer, Mr. David Martin, Ms. Beverly Hanychzik, Mr. Jeff White, Mr. Rocky Murray, Mr. Danny Frank; and Ms. K.C. Russell. Ms. Bourne, who is the mother of DPN student leader, Bridgetta Bourne-Firl, shared her experiences as a parent, fearing for her daughter’s safety when she saw her daughter leading the protest songs on national television, and eventually realizing her daughter was taking a huge step for the Deaf community. Like Ms. Bourne, Ms. Schribner also had a daughter who was a senior at Gallaudet University and she was worried that her daughter could expelled from the university before her graduation. Teachers—Mr. Murray and Mr. White just became college students when the protest happened, so they had a different perspective taking an active role in the protest.

On Friday, March 13th, to wrap up the eventful week of the DPN 10th Anniversary Celebration, people journeyed through the hallways of the main floor in the Ely Building and viewed a mural of artwork done by elementary, middle, and high school students. Students did an outstanding job of expressing their thoughts and perspectives on the DPN Movement and its impact through their art work.

All in all... it was an week full of excitement, information, and spirit! —Geraldine Whitt, High School Teacher – FC & Stacy Elbert, Student Teacher

MSD elementary school students (Scott Lehmann and Meira Kirchbaum) show their DPN banners before the historic march.
Ushering at the Weinberg Center

Back in December, we had never thought of being ushers for the National Theater of the Deaf’s production of Peer Gynt at the Weinberg Center until our Language Arts teacher, Ms. Nancy Swaiko, asked us out of curiosity if we were interested in ushering. We felt very honored to be asked, since we both love theater. Once she asked us, we immediately said yes, but we never really seriously considered it until a week before the show. The reality of becoming ushers occurred with the cooperation of the Weinberg Center staff, Mr. Stewart Seal, Ms. Lesley Vander, and Ms. Susie Miller, responding favorably when Ms. Swaiko asked them if we could be ushers.

Eventually, the night of the play came. We were dressed in black pants and white shirts, prepared for ushering at the show. Ms. Swaiko took both of us and a junior, Allison Tyler, to the Weinberg Center an hour early, so we could meet the staff and learn about our ushering responsibilities. The first person we met was Ms. Susie Miller, the head usher, who gave us a brief tour around the theater and taught us what we needed to know about ushering. She also asked Allison, at the spur of the moment, if she wanted to join us ushering and Allison accepted. Once Ms. Miller felt confident that we knew how to read a ticket properly and locate seats, she left us on our own. We had the pleasure working with Jo and Lee, two other experienced ushers at the Weinberg Center. When Ms. Miller announced that people were arriving, bats took over the butterflies in our stomachs. Lots of “What it’s” ran through our minds: “What if we showed the people the wrong seats? What if the hearing people didn’t understand us? What if we tripped down the aisle?” However, after helping a few people, the bats and butterflies left our stomachs and we just enjoyed helping everyone.

Once everyone was seated, we went to our own seats to enjoy the show. Peer Gynt was a very creatively done play. We were glad we had read the book, Peer Gynt, in our Language Arts class. All of the actors were so talented. After the show, we had the great opportunity to meet the cast members. They answered our many questions about Peer Gynt and their backgrounds as actors.

Ushering at the Weinberg Center was a great experience for us. We’d like to thank Mr. Stewart Seal, the Executive Director, Ms. Lesley Vander, the Operations Manager, and Ms. Susie Miller for their cooperation in working with our Language Arts teacher to make this memorable experience possible for us.

— Jessica Baldi and Laura Lohmeyer, 8th Grade

Peer Gynt - The Book and the Play

In January, we had the challenge in our Language Arts class of reading Peer Gynt. Ms. Swaiko, our Language Arts teacher, wanted the whole class to read and discuss this play before we went to see the National Theater of the Deaf’s production of Peer Gynt. The story has lots of poetic language which was difficult for us to understand, but we went ahead trying our best to work together and understand the script. Ms. Swaiko got the tickets for our class to watch the live performance of Peer Gynt performed by the National Theater of the Deaf at the Weinberg Center in downtown Frederick. Even though we struggled reading this script in class, actually, it was a big help when we went to watch the play because we really understood the story line and the different characters.

The day of the play, January 27th was so hectic for us. That afternoon, we had a varsity basketball game. As soon as the basketball game was over, we had to rush to the dorm to take showers, change our clothes, and get something to eat before we would go to the Weinberg Center. Ms. Swaiko ended up taking Laura Lohmeyer and Jessica Baldi to the Weinberg Center one hour early since Jessica and Laura would be ushering. Ms. Susan Luntrell agreed to help out.
Our Field Trip to the Frederick Police Station

When our class was studying about mysteries and detective work, we wrote a letter to Lt. Chase, the head detective at the Frederick City Police Department. Lt. Chase agreed to give us a tour of the Frederick City Police Station and answer our questions about his job.

When we first arrived at the police station, we met Officer Morales. He is a trainer of K-9 dogs. Inside Officer Morales’ jeep we saw Bruno, his German Shepherd dog. Officer Morales showed us the special protective clothing that he uses to train K-9 dogs. We tried on the clothing but it was way too big and heavy for us. Officer Morales also showed us the different kinds of leashes that he uses with Bruno. Finally Officer Morales let Bruno out of the jeep. Another officer hid a wallet and a toy gun in a nearby field. Officer Morales wanted to show us how Bruno helps police officers find evidence at the scene of a crime. Bruno searched and searched and finally found the wallet and gun. We were impressed.

By taking Kevin Coyle and us to Weinberg Center a little later, we all enjoyed the play a lot. It was neat for us to see how NTD so creatively figured out how to act out this complex story. We were very impressed with those actors and actresses. If our class is going to present a play, it often takes us a month to practice, while it took the NTD company only four weeks to memorize their lines and practice acting! This play went very smoothly and so perfectly that we couldn’t find any mistakes! The play kept our full attention for more than two hours! All the NTD actors and actresses have such great skills in acting. They all have lots of confidence in themselves to present a play to the audience. They acted as if the play was really reality, and not just people reciting memorized lines.

The play was about a boy, Peer Gynt, who travels and has a variety of experiences as he learns about his life. During the play, Peer Gynt went through his teenage age years to middle age years as a wild adventurer who tended to lie and exaggerate a lot. Later in his middle age years, he was comfortably rich. Peer was mischievous in his younger years; he didn’t listen to his mother most of the time. When he got older, his mother died, and he began to understand life must be more than wild adventures and lies. He struggled with trying to change his old habits. Peer met many people and had many experiences that influenced his attitude about life. Finally he realized that it is important to live by the quote “To thine own self be true.”

Ms. Swaiako arranged for two of our classmates, Jessica and Laura to usher at the theater. They had to hand out programs and show people where they should sit based on what seat number was on their tickets. They really did a good job. They had a lot of patience helping the people. The girls did get free drinks for ushering. During intermission the girls helped by telling people that the play will start again soon and made sure that everyone got in the proper audience seat.

Our teacher, Ms. Swaiako did make some arrangements with the staff at Weinberg Center and NTD for us to meet the cast after the play. All of us did meet the actors and actresses. We asked them many questions about Peer Gynt and their backgrounds as actors. We did take some pictures with them. We felt that it was very worth it for us to stay after the play to meet actors and ask them some questions.

We really appreciate that we had the chance to read the book Peer Gynt, see the play, and meet the NTD actors. These are experiences we will remember for a long time.

— Tabitha Markel and Fulton Brizendine, 8th Grade

From left to right: Krystle Berrigan, Jade Sims, Nancy Swaiako (teacher), Officer Morales, Bruno (in front of Officer Morales), Chris Corrigan, Kami Padden, Priscilla Biokupiak, and Derrick Williams.

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Office Morales showed us how Bruno is trained to walk beside him. Bruno obeyes Office Morales’s commands. Office Morales speaks the commands in Hungarian language to Bruno. As our teacher, Ms. Swaiko was interpreting for us, Bruno suddenly leaped up on her. Bruno is big and Ms. Swaiko almost lost her balance. Office Morales explained to us that Bruno probably was suspicious of Ms. Swaiko’s hand movements. Maybe he thought that N. Swaiko was planning to hit Office Morales. Office Morales said Bruno jumped on Ms. Swaiko to warn her not to hurt Office Morales. Another officer with the protective gear on, Officer Brown, pretended that he was attacking Office Morales. Bruno ran after Officer Brown and bit the protective sleeve that Officer Brown had on his arm. Bruno stopped attacking Officer Brown when Officer Morales told him to stop. We were able to pet Bruno. He is a strong and very loyal dog to Office Morales. Recently a book was written about Office Morales and Bruno.

Next we met Lieutenant Chase. He led us to the squad room in the headquarters of the police station. Lt. Chase told us about his work as a detective. We asked him sever al questions that we had prepared in our class. We asked him questions about his childhood, education, his job now, and his hobbies. Lt. Chase then gave us a tour of the police station. We saw the communication room where they get 911 calls. Next we saw a holding cell where they put criminals while the officers investigate what the criminals have done. Then we saw the room where they take the fingerprints and mug shots of the criminals. When we went outside, we got to sit in a police car. We saw how the police control the streets and lights, and how they use walkie talkies. I thought this was a very educational fieldtrip. I was most impressed with how K-9 dogs really help and protect police officers in their work. It was very interesting to learn what real detectives do in their work. We sent thank you letters to Lt. Chase and Office Morales for teaching us so much.

—Derrick Williams, 6th Grade

Cheerful Memories of the Holocaust

Recently my language arts class took a trip to the Holocaust Museum and we had a great opportunity to listen to the stories of a real survivor. Ms. Nesse Godin. Ms. Swaiko had been planning for us to visit the Holocaust Museum since we are reading The Diary of Anne Frank. One of the museum staff members called Ms. Swaiko and invited us to also watch Mrs. Godin speak on the day we were planning to visit the museum. Of course we wanted to grab this opportunity to listen to a survivor’s memories and I am so glad we did. This trip was really educationally worth it big time.

We left school early that morning and drove to Shady Grove Metro Center. We rode the Metro to Metro Center and then changed subways to ride to the Smithsonian stop. Then we walked to the Holocaust Museum. We had to walk through a security check point to get into the museum. We each got a passport of a Holocaust victim before we rode the elevator to the fourth floor. We saw some very sad films and pictures about the terrible things the Nazis did to the Jewish people. We couldn’t believe that the Nazis had the guns to do such terrible things to those innocent Jewish people. We took a brief break to eat our lunch outside. When we went back into the museum, we went to a large auditorium. We got to sit in the front row. Ms. Eisen introduced Ms. Nesse Godin. Ms. Godin began her story as Ms. Swaiko interpreted for us. Ms. Godin was thirteen years old when she and her family were deported to a ghetto in Lithuania. Then she and her family were sent to concentration camps. I could not believe that people could survive all of the awful things that happened in the concentration camp. Ms. Godin was my age when she went through this terrible time. I heard about stories about the Jewish people in World War II, but here was a woman who was telling me directly about her own real memories. One of the most touching things that Ms. Godin told me was that the Nazi soldiers took everything away from her: her family, her belongings, her home, etc. But Ms. Godin was relieved that at least she still had her name... but, then the Nazis took that too because they gave her a number to identify her instead of using her name. Ms. Godin is a very good speaker. We will never forget her story. We were lucky to meet her after her speech. We also took some photos with her.

We had the chance to walk through the upper floors of the museum again. Everyone in the museum was so sad and serious thinking about what happened during the Holocaust. We think this knowledge will help us better understand the book, The Diary of Anne Frank.

—Fallon Brizenden, 8th Grade

Nesse Godin’s Story of Survival

When my class visited the Holocaust Museum we had the privilege of meeting Ms. Nesse Godin, a survivor of the Holocaust. Ms. Godin explained to us about her painful memories of the Holocaust. She is now 70 years old. She was 13 when the Nazis invaded her Lithuanian town and forced her and her family to move into a ghetto. She stayed there for several months and worked in a factory making materials for the Nazis. One day when she came home from work, she found out that her father was taken to the Auschwitz death camp. Sadly, she never got to see her father again. Later Nesse and her family were taken to a labor camp where she was separated from her mother and brothers. Nesse was fortunate to meet a woman that helped her survive the labor camp. One of the worst experiences Nesse had was the death march before she was rescued by the Russians. Nesse had to actually disrobe the dead people who did not survive the march and she and the other survivors had to help bury the dead people. This was such a horrible experience, but Nesse tells us her story so that we can learn about the Holocaust and prevent another holocaust from happening in our generation. After being rescued by the Russians, Nesse was reunited with her mother and brothers. Nesse later moved to the United States. She now lives in Silver Spring. We are so honored that we have met Nesse Godin and know about her incredible story.

—Laura Lehmeyer, 8th Grade

Sixth Graders Enjoy A Trip to the Tokyo Lighthouse Japanese Restaurant

Hi! My name is Chris Corrigan. I want to tell you about the 6th graders’ trip to the Tokyo Lighthouse Restaurant. This restaurant is located in Gaithersburg, Maryland. Recently all of the sixth graders, except two who were absent, went to eat lunch at this restaurant. We went to this restaurant because we had studied Japanese history and culture in Social Studies class, and we had read some Japanese legends in Language Arts class.

We rode in school vans to the restaurant...
Sixth graders enjoy watching their Japanese meal being cooked in front of them and eating their meal with chopsticks. From left to right: Kassie Padday, Krystle Berrigan, James Marbel Jr., Priscilla Biskupiak, Derrick Williams, and David Broadwater.

It was about a 20 minute ride. Inside the restaurant there were many pictures and decorations from Japan. Our area had six large tables in a horseshoe shape. There were two flat cooking stoves right in front of our tables. After we sat down, two chefs came out and started to cook chopped raw chicken, zucchini, onions, and bean sprouts right in front of us. Then the chefs added a little sauce. While we watched the two chefs cook, we ate some rice with chopsticks. The chefs were really talented. They could juggle their knives and salt and pepper shakers. They even made a huge flame jump from the stove when they sprinkled oil on the stove then lit a match. The big burst of flames made us jump! Then the chefs served us the mixture of chicken and vegetables. We thanked them. This Japanese food was sooooooooooo delicious!!! Everyone succeeded in eating their food with chopsticks. When everyone was finished eating, we talked for a long time.

My opinion of this field trip is that it was so neat and one of my best field trips so far. My most memorable experience of this trip was how the chefs make the huge burst of flames as they cooked the delicious food. I hope all sixth graders will be able to go to the Tokyo Lighthouse Restaurant next year and in all future years. I know they will really love eating at this restaurant. I know that I really did!

—Chris Corrigan, 6th Grade

Boy Scout Pow Wow

On January 25, 1998 we went to North Carolina to participate in a pow wow. Those in the troop who went were Kurt Emmrich, Adam Baker, Kevin Coyke, Mr. Tim Vogeler, and Ms. Jane Redding. We learned different pow wow dances. We saw that the people wore pow wow Native American Indian Regalia. Kurt, Adam, and Kevin made Indian shakers. We slept in the cold and survived in less than 35 degree weather. It was a fun experience.

—Adam Baker, 8th Grade; Kevin Coyke, 8th Grade; and Kurt Emmrich, 10th Grade

A Special Gift

Last November my Clothing Construction teacher, Ms. Janice Daze took my class to JoAnn Fabric Shop. I told Ms. Daze that I wanted to make something special for my mother. I bought black and yellow fabric and black from. A few days later I decided that I wanted to sew a picture of a school bus for my mother. My mother has driven a school bus for M.S.D. and the public schools in Hagerstown, MO area for 21 years. I worked on the school bus picture for one month. It required a lot of time on my part. Ms. Daze helped me with the school bus picture. I borrowed color mint from Bill Pond, MSD’s Art teacher. When my picture of the school bus was finished, Ms. Daze and I contacted Mr. Rein, MSD’s Woodworking teacher to make a wooden frame for the school bus picture.

Last December, I went home on the bus. Since my mother was the bus driver, I had to hide the

Ms. Janice Daze and Tiffany Reeder proudly display a beautiful school bus picture. I worked on the school bus picture. When we arrived home, I decided to give her the picture. She really was surprised and gave me a hug. She really appreciated what I did for her! It was her Christmas gift!

—Tiffany Reeder, 10th Grade

WINTER 1997-98
MSD Youth Basketball


MSD Youth Wrestling Club

In order to qualify for the Mason-Dixon Wrestling League Championships, the wrestling club participated in the meets at Frederick, North Hagerstown, Jefferson, West Virginia, and MSD on the weekends.

Hillary Frankowski (Bantams 50), Trista Taylor (Bantams 44), Lauren Wahl (Bantams 48), Rachella Sheppard (Bantams 41), Alexander Heath (Midget 68), David Nutter (Midget 68), Mark Cross (Midget 59), Corey Balizer (Bantams 60), Jack Wales III (Bantams 43), Daniel Grossinger (Junior 95), Nicholas McClain (Bantams 40), Andrew Weidig (Junior 90), and Adam Baker (Intermediate 115) qualified to wrestle in the Mason-Dixon Wrestling League Championship at Jefferson Area H.S., West Virginia. After that, a wrestler must place from 1st to 4th to qualify for Mason-Dixon Tournament at Linganore H.S. in March. The coaches, Mr. Bill Thompson, Mr. Eric Woods, Mr. Tim Taylor and Mr. Shawn McClain, were pleased with the results every weekend. Mr. Jeff White helped with the Middle School wrestlers (Adam Baker, Andrew Weidig, and Elementary wrestler (Daniel Grossinger).

Mark Cross (Midget 59) won 4th place, Adam Baker (Intermediate 115) won 3rd place and Daniel Grossinger (Junior 95) won the wrestling championship at Linganore H.S.
M.S.D. Captures Fifth E.S.D.A.A. Title In A Row

Many people call wrestling, "a dangerous sport", others call wrestling, "a dying breed". At M.S.D., the staff call it "a traditional sport". MSD wrestling team has another great season this year. MSD wrestlers managed to win 14 matches with their hearts, pride, and team spirit. Without teamwork, MSD would not be able to defeat many good opponents like Urbania H.S., Maret Academy, and Boonsboro H.S.

MSD wrestlers grabbed their fifth Eastern Schools for the Deaf Athletic Association (ESDAA) wrestling championship in a row at American School for the Deaf, which hosted the tournament with eight schools participating on the weekend of January 30. The tough Black and Orange wrestlers earned 231.5 points. Lexington School for the Deaf placed second with 185.5 points. Model Secondary School for the Deaf placed third with 134 points. Florida School for the Deaf was fourth with 111 points. Maria Katzenbach School for the Deaf was fifth with 92 points. Ohio School for the Deaf was sixth with 75 points. American School for the Deaf was seventh with 62 points. Western Pennsylvania School for the Deaf was eighth with 42 points.

Ten MSD wrestlers entered the individual championship matches. MSD champions were Robert Steele (125), Conrad Hause (152), John Jones (160), Ed Lowe (171), and Pat Holness (275). Khaos Tep (130), Jason Jones (135), Tony Stallard (140), Jesus Pocosangre (145), and Tim Riker (215) placed second while Andrew Weigd (103) and Adam Baker (119) placed fourth.

MSD wrestling team made history by winning the Pennsylvania School for the Deaf (1976-1980) for winning five ESDAA championships in a row.

MSD wrestlers captured another title at St. James Holloway Invitational Wrestling Tournament. The Oriole grapplers shocked many coaches by defeating Randolph-Macon Academy, which ranked 9th in Virginia State Independent Schools and South Hagerstown wrestling team, a well known 2-A team in Hagerstown. Randolph-Macon Academy was placed second, while South Hagerstown H.S. was placed third. The results were: Khaos Tep (130), Jason Jones (135), Tony Stallard (140), and Pat Holness (275) captured their individual championships while Conrad Hause (152), John Jones (160), and Tim Riker (189) placed second. Robert Steele (125), Antonio Jimenez (145), and Ed Lowe (171) placed third while Clint Zarembka (103), Keith Nolan (112), and Adam Baker (119) placed fourth.

Also, MSD wrestlers were invited to participate in the fourth annual Maryland State Independent School Championships in Owings Mills on the weekend of February 20. The Orioles placed fifth in its division.

Robert Steele, Khaos Tep, Tim Riker and Tony Stallard were named on the Frederick News-Post all-star team while Pat Holness, the Jones Brothers, and Tony Stallard were recognized in The Hagerstown Herald-Mail. The Herald-Mail and The Frederick News-Post also praised the MSD wrestling program.

Without the power of teamwork, MSD wrestlers would be nothing. For example, Boonsboro H.S. led MSD by 29 to 18 up to the 171lbs. class. John Jones, Ed Lowe, and Pat Holness then won their matches enabling MSD to win 33 to 29. Next year, there will be a big question for MSD wrestlers, "Will MSD break PSD’s ESDAA record?"
A Great Start!

The girls' basketball team started and ended the season with a "Young but Growing" group of players. The team added four terrific 8th graders, Fallon Britzenline, Laura Lohmeyer, Tabitha Markel, and Lacey Wilhelm. The 8th graders were definitely a great contribution to the team. All the players were basically new to the Varsity team with only two veteran players, Sophomore Tiffany Reeder and Junior Laura Tarbox. Other players such as three freshmen, Ashley Gill, Jennifer Wood, and Jessica vonGarrel were also a great asset to the team throughout the season.

Since being a very "young team", the girls spent the season "rebuilding". It was a very unique season, because MSD only had 5 home games and the season really did end "quickly". Each individual continued to improve and become more aggressive as the season progressed. Even though MSD's record ended with 7 wins - 16 losses, they had been told by many of our faithful fans that in their eyes the team is actually a "winner" for having a never "quitting" or "giving up" attitude. After playing so many "away" games then finally playing at home, MSD fans were amazed at how much the players' skills have improved so quickly. It was almost hard for them to believe that this was the same team that started off the season. No matter what the score, they played hard and gave their best! The team's chemistry was also making waves: each player had her own talent and personality that made the team feel great at the end of each game.

The ESDBA Tournament was MSD team's final stop during the basketball season. MSD played the Western Pennsylvania School for the Deaf (WPSD) during the first round and to their surprise they beat WPSD. It was the biggest thrill of the tournament because MSD played WPSD back in December and WPSD beat MSD by 3 points. MSD turned it around and beat WPSD by 13 points. MSD then went on to face Lexington (seeded number one) in the second round. MSD lost. It was a "good losing game", because the girls worked hard, gave all their effort, and continued to hustle throughout the game. MSD finally played for 3rd place against the Marie Katzenbach School for the Deaf (New Jersey) in the third round, but after three long and exhausting days of playing basketball, we lost and placed 4th out of six teams participating in the tournament. Lacy Wilhelm was selected to the All-Star Team. She also won the Hot Shot Competition. MSD team
also won the Free Throw Contest. This season Coach Ms. Lorraine Stolz couldn’t have been prouder!

This spring, MSD together as a team will start a fund raising project to raise money to send girls to a summer basketball camp. Like every highly motivated team, MSD looks forward to another season soon.

—Lorraine J. Stoltz, Head Coach

**MSD Cheerleading Squad**

After four years of hard work coaching the cheerleaders, Ms. Peggy Ann St. John-White’s dream of ESDAA victory finally came true. Ms. St. John-White and her assistant coach Ms. Mary Angoorani, drummers Peggy Paultner and Samuel Thaiahai and cheerleaders Kim Clapp, Co-Captain Kelly Ann Corrigan, Allison Polk and Captain Nicole Sichette brought home the first ESDAA Cheerleading Champions’ trophy in 9 years. This milestone event is even more remarkable when one realizes that Nicole were the only one with any tournament experience. Nevertheless, Ms. St. John-White inspired the girls who earned a winning score of 394 points as opposed to American School for the Deaf’s 383 and Lexington School for the Deaf’s 382. Kelly and Allison also competed in the individual jump and cheer categories, both doing MSD proud. Kelly was also chosen to represent MSD on the all-tournament team.

The competition wasn’t without its moments of suspense, because 5 points were deducted from the sideline score for an illegal use of drum, and last-minute adjustments were made. The sideline was changed; the pyramid in the dance was taken out; and new music was introduced only a few hours before the competition. Battling butterflies in their stomachs, the girls persevered in cheering their hearts out. With the coaches’ and drummers’ support, they got all fired up and cheered their way to VICTORY!

—Allison Polk, 12th Grade

**Boys’ Junior Varsity Basketball Team**

Jason Coleman, Kurt Emmerich, Travis Hayes, Tim McAlvey, Jason McAnally, Robin Shannon, Joshua Walker, Jason Yeh and Stephen Bitner, manager, were the members of the Boys’ Junior Varsity Basketball Team under the coaching of Mr. Conrad vonGurrel and Mr. Ray Shannon. They were invited as a guest team at the ESDAA Division III Basketball Tournament at the Learning Center of the Deaf Children, Framingham, Massachusetts on the weekend of February 19th. They enjoyed competing with other three varsity teams. Their ability playing ball had indicated a great improvement at the tournament in Framingham, compared to the first game of the season back in November.

**Third Winning Season in a Row for Boys Basketball**

This year’s exciting and competitive Varsity boys basketball team ended on a positive note by winning 2nd place at the ESDAA Division 1 Tournament.

MSD Orioles Boys’ basketball team participated in the Vikings Classic at Tennessee School for the Deaf in January. MSD lost to Indiana School for the Deaf by 3 points, lost to Georgia School for the Deaf by 3 points and then won against Tennessee School for the Deaf by 20 points.

The total win and loss record for the season was 12 wins and 10 losses.

**ESDAA tournament at the Western Pennsylvania School for the Deaf, the Orioles were seeded third. MSD beat the New York School for the Deaf, 65 to 39. In the semi-final game against Lexington School for the Deaf, MSD rallied in the 4th quarter and won the game, 58 to 44. In the championship game against the Western Pennsylvania School for the Deaf, WPSD led all the way to win their first ESDAA Championship since 1948. MSD Orioles boys played their hearts out throughout the tournament.**

Franco Korpics and Danny Maliszewski were named to the All-Tournament team.

**Boys’ Varsity Basketball Team**—(Left to right): Coach Rocky Murray, Franco Korpics, Shawn Shannon, Petro Ciuatoarea, Danny Maliszewski, Keith Blambie, Juan Pablo Borrero, Juan Carlos Borrero, Jonathan Hicks, and Assistant Coach Darrin Broechen.
Golf Scramble Tournament

proudly hosted by

FC PTCA - MD School for the Deaf

at

Glade Valley Golf Course
(Walkersville, MD.)

on

May 2, 1998 (noon)

- Team Fee: $220.00 ($55.00 per person including green fees, carts and prizes)
- Team must consist of 4 players. If you need a player on your team, contact Lorraine J. Stoltz.

Prizes: Team Winners (TBA)
Longest Drives
Closest Pins

*************** Deadline - April 22nd ***************

(maximum registration: 12 teams)

Contact: Lorraine J. Stoltz - (W: 301-620-8545) Mon-Fri (8 - 9 am or 3 - 4 pm)
E-MAIL: LIONY@erols.com

Make your check payable to: Scott Smith - 1013 Chinaberry Dr. - Frederick, Md. 21703
E-MAIL: SNSMITFl@erols.com
Jeffrey Lynn Slavy ’75, 41, of New Windsor, MD, died of cancer on December 15, 1997 at Frederick Memorial Hospital in Frederick. He was the husband of Deborah Russell Slavy ’78, for 14 years. Born on October 31, 1956, in Alexandria, Virginia, he was the son of Patrick and Wilma May Smith Slavy of Cross Roads, Virginia. Mr. Slavy was a member of Mount Airy Baptist Church and attended Uniontown United Methodist Church. He had been employed by Mount Airy Mobile as an auto mechanic. Surviving in addition to his wife and parents are two children, Heather R. Slavy and Jesse E. Slavy, both of New Windsor; two sisters, Patricia Voigt of Smithfield, VA, and Kathy Strick of Mount Airy; and two brothers, Richard Slavy, a former MSD student of Thurmont and Jerry Slavy of Kingston, Massachusetts. Memorial services were conducted at Uniontown United Methodist Church on December 19, 1997. Interment was in Uniontown Methodist Cemetery. Memorial contributions may be made to Uniontown United Methodist Church, Uniontown CPO 30, Westminster, MD 21158.

Samuel Sonnenstuhl ’75 and his wife, Marjorie, along with their son, Ethan, aged 2 1/2 years old, are thrilled about the latest addition to the family: Brett C. Sonnenstuhl born on April 21, 1997. Both Ethan and Brett are in MSD’s Family Education Program. They reside in Germantown, MD.

Gregory Wood ’81 and his wife, Joyce, are thrilled to announce the birth of their identical twin sons, Calvin Gregory and Derek Glenn, who were born on June 29, 1997. Gregory is employed by ClarkNet as a computer programmer. They reside in Odenton, Maryland.

Michael Rodell Davis, Sr. ’84 passed away on February 8, 1998 at the age of 33. He was born in Washington, D.C. to Rodell T. Davis and Nellie Julia Scott on August 26, 1964. While attending MSD, he was on the track team, football team, and basketball team. Soon after graduation, he secured employment with the United States Postal Service where he worked for fourteen years. He is survived by his three children, Michael, Jr., Ashley, and Andre; his mother, Nellie Julia Scott; five step-sisters, seven step-brothers; and a host of relatives and friends. The funeral service was conducted at First Baptist Church in College Park, MD with burial in Harney Memorial Park in Landover, MD.

Joseph Baer ’85 and his wife, Julie, announce the birth of their first child and son, Jacob Gordon Baer, born on November 25, 1997, inFreemont, California. He weighed at 8 lbs. and was measured at 21.5 inches long. They reside in Fremont where Joseph is a first year Geography/ American History teacher at California School for the Deaf.

Nancylane Ward Bridges ’85 and her husband, Byron, welcomed their third son, Tyler Wade, born on December 19, 1996 at 7:40 p.m. He was tipped at 7 lbs. 10 oz. and was measured 18 inches long. He joins his brothers, Dylan Lloyd, 4 1/2 years old; and Cassidy Ward, 2 1/2 years old. They reside in Seattle, Washington.

Staci Kerins ’85 and her husband became the parents of their first child and son, Dacian A. Kerins. He was born on August 29, 1997 at 1:45 p.m. He weighed at 9 lbs. 12 oz. and was 21 3/4 inches long.

Roger Krafft ’85 and his wife, Christine Mufra Krafft, welcomed their second child and first daughter, Natalie Claire, on November 27, 1997 which was on Thanksgiving Day at 6:00 a.m. She weighed 6 lbs. 7 oz. Natalie lives with their two-year-old brother, Calvin James, and their parents in Sioux Falls, South Dakota. Dad Roger works as a Center Manager for South Dakota Relay of USA Relay which is a part of Communications Services of the Deaf in Sioux Falls since...

Belinda Monigan ’85 became the bride of Roger Carroll on January 16, 1998, in Delven, Wisconsin, at the courthouse in the presence of their family members. They are residing in Delven, Wisconsin where Belinda is employed as a teacher aide at Wisconsin School for the Deaf.

Eric Allen Woods ’85’s marriage to Crystal Rose Sullivan took place on September 27, 1997 at St. Paul’s United Church of Christ in Hanover, PA. Troy Woods ’89, served his brother as a best man. The usher was Conrad vonGuerel ’82, Matthew Godlove, cousin of the groom, Toselli Silvestri, and Mark Burke. Benjamin Curry, nephew of the bride, was a junior groomsman. Cindy Bryant served her sister as matron of honor. The bridesmaids were Sharon Fisher, Teatha Loftholm, Venia Smith, and Bobbie Jo Duffy. Shannon Smith, niece of the bride, was a junior bridesmaid. The flower girl was Rachel Bryant, niece of the bride, and the ring bearer was Luke Curry, nephew of the bride. The wedding reception was held at the Holiday Inn in Gettysburg, PA. The newlyweds honeymooned in Ocho Rios, Jamaica where they hiked and climbed on the rocks in the waterfall which was 700 feet high. Also, they watered down, stoked, sailed, and fished from the boat, danced, and attended the shows. The new Mr. and Mrs. Eric Woods are residing in Frederick where the bride is a teacher aide at MSD-Columbia and the groom is employed as a student life counselor at MSD-Frederick.

Troy Woods waves at the newlyweds, Mr. and Mrs. Eric Woods after their wedding.

Nancylane Grace Fulmer, 74, of Frederick, MD, passed away on December 25, 1997 at Frederick Memorial Hospital. Born on February 13, 1923, near Middleburg, she was the daughter of the late John Wilbur and Mary M. Shakti Fulmer. Ms. Fulmer had worked at Frederick Tailoring Co. For twenty-five years, she was a dormitory counselor at Maryland School for the Deaf for September 1959 until her retirement in June,

THE MARYLAND BULLETIN 26
Two Cultures Resonate In One Woman

While waiting in line at a grocery store check-out counter, Ann Lynn Smith sometimes reads a magazine. If someone speaks to her, she may not answer. But it’s not because she’s rude. If the cashier asks, "Paper or plastic?" Smith will point to one or the other, having read the cashier’s lips. "Sometimes, my voice has on and off days," Smith said, using sign language.

Smith could hear when she was born. But 18 months later, she contracted spinal meningitis and became deaf. That didn’t stop her. Though she’s now a senior at Gallaudet University, looking forward to graduating in May and then traveling abroad.

"I grew up in the city, and I love experiencing new places," said Smith, 25, a native of Baltimore. "I go for walks around D.C. all the time. No problem." Not at all.

Even though Washington is home to the nation’s largest institution of higher education for the hearing impaired, there’s still a lot of misunderstanding about deafness here. Waiters at restaurants have been known to not give menus to people using sign language, as if they could not see. Motorists passing through neighborhoods where signs caution deaf children playing still blow their horns instead of flashing their auto-

mobile lights. Beyond that basic ignorance is a lingering prejudice about hearing-impaired people being "deaf and dumb" or not as hard-working as oth-

ers.

Smith is simply brilliant. In 1993, she co-founded a chapter of the Delta Sigma Theta sorority on Gallaudet’s campus. As members of the group, she and 10 other black women devote several hours each week tutoring deaf children, feeding homeless people at soup kitchens and helping to register new voters. Smith is also a member of the deaf ministry at Bethel A.M.E. Church in Baltimore, where she teaches sign language.

And that’s where she’s not studying at Gallaudet to become an English teacher, specializing in the instruction of deaf students in a public school setting. Part of her training includes taking elective courses at Howard University—a social world away from Gallaudet.

"I just love the days that I get to go to Howard," Smith said. "You can speak to everybody—everybody is so friendly. At Gallaudet, you have to know the prove before you can smile at them."

Sitting in all-black classes and taking courses in African American history and contemporary black literature helped Smith get a better understanding of her own identity, she said.

It has also helped her blossom socially. During a course on Shakespeare at Howard, the teacher asked for volunteers to perform a few acts of "A Midsummer Night’s Dream." With an inter-
terpreter at her side, Smith raised her hand.

"Some people looked surprised," she recalled. "But my gut said, "Sure, go for it." I didn’t know if I was going to be accepted as a peer or not. But I knew I wasn’t just going to sit back like some shy deaf person."

She was a hit. Howard also provides Smith with a reprieve from the sometimes-not-so-subtle racism that she occasionally experiences. Even being deaf cannot drown out the upsets of that racial epithet, the "n" word.

"I’ve heard it, deaf people use it," Smith said. "They also use it in anonymous letters. I stepped out of my chemistry room at Gallaudet one day, and there it was, in a note on the floor. It used to make me angry. Now, I just look at it as the product of weak minds."

She has said, "I’ve heard it," and went on to explain that she can hear with her eyes. That is a skill that Gallaudet has helped her to refine, some-

thing no other university could do. "Getting to Gallaudet was a blessing," she said.

Located at Eighth Street and Florida Avenue in Northeast Washington, Gallaudet is like no other school on earth. A richly diverse deaf cul-
ture—here students even call it the capital of America’s "deaf nation"—flourishes under the guidance of King Jordan, the university’s pro-
gressive president.

"I am proud of being deaf," Smith said. "It means putting great emphasis on communication skills, paying attention to others and learning a variety ways to understand your fellow man."

Moreover, she said, just having ears that hear does not necessarily mean that you know how to listen.

"We like to say that our ears are our eyes," Smith said. "I can hear birds sing, and I can hear leaves rustling in the trees. It’s not like I’m stuck with just four senses. I feel the vibrations of the world, and I have learned to use my visual per-
ceptions to get along in it."

Smith credits caring parents and teachers for instilling in her a love of learning. Her father is an assistant basketball coach at Towson State College. Her mother owns a marketing and man-
agement firm. She has a brother and a sister, both of whom can hear.

"Sometimes, when we are at holiday dinners and everybody is talking all at once, Mom inter-
cepts what’s going on," she said.

On campus and during her walks through the city, though, Smith is on her own. A starstruck woman who wears dreadlocks, she attracts plenty of attention from men on the street.

"If they are talking to me and I don’t notice them, I just walk on by," Smith said.

Being deaf does have its advantages.

—Courtland Milloy

Reprinted with permission of The Washington Post Editor’s Note: Ms. Ann Lynn Smith is a 1990 graduate of MSD

Please visit MSD’s web site—
http://www.msd.edu

There is a section on MSD alumni where you can look for updated information about alumni events.

PTCA NEWS

Since last December MSD-PTCA held the following events:

On December 14th, a holiday party was held at the Orioles’ Nest. Approximately 50 people including parents and children attended the pot-
luck dinner. Activities included games and crafts. The children were excited to see Santa Claus. Special thanks go to Rosemary and Robert Balzer, co-chairs of the committee.

On Valentine’s Day, the roller skating event was held at a skating rink in Braddock Heights. Nearly 200 people, including parents, children and friends, attended this enjoyable event. Par-
ents and children had fun roller skating and par-
ticipated in games, which were led by the rink staff. Surprise Valentine candles donated by Wel-
Maryland School for the Deaf high school students demonstrate their use of computer technology for class study and research in the new Ely Lab for board members and donors of the MSD Foundation. From the left to the front row are: Jason Sunderland, student; Wills J. Mann, T.A.M.; Samuel Thushani and Franco Korpics, students; and Sharon Wylie, WBFF/Fox TV. Looking on in the back are: Jeff Lewis, President of MSD Board of Trustees; Joseph Baker and Thad Goodman, MSD Foundation Board Members; Gill Becker and Pam Stewart, T.A.M.; Alfred Shockey, President of MSD Foundation; Brenda Kelly-Frey, T.A.M.; and Superintendent James E. Tucker.

The list of the donated videotapes is as follows:

**Elementary School:**
- The Land Before Time (4 parts)
- Stories From The Ants: The House That Jack Built

**Middle School:**
- Signs Around the World: India
- Signs Around the World: Japan
- Signs Around the World: Quebec

**Sherlock Holmes: Red Headed League**
- Canadian Deaf Heritage by Clifton Carbone
- Deaf Culture Lecture: Cultural Differences

**Relay Benefits MSD Foundation**

The annual Maryland Relay may only be four miles long, but proceeds from the race continue to go the distance for support of educational excellence at the Maryland School for the Deaf.

The third annual relay, which was held in Baltimore last September, reached a new goal by raising $2,500 for the Maryland School for the Deaf. In 1997, the event was sponsored by Sprint, The Bay Cafe, and WBFF Fox 45 TV, and is organized and run by the Maryland Department of General Services Telecommunications Access of Maryland (TAM). TAM oversaw the Maryland Relay, a system developed to allow standard phone users, both business and personal, to communicate with persons who are deaf, hard of hearing, deafblind or speech disabled and who use an electronic device called a TTY to communicate by phone.

MSD Foundation President Alfred Shockey accepted the 1997 gift while joining MSD Superintendent James Tucker in welcoming representatives of the race sponsors to the Fredrick campus. The visitors toured the school's expanding computer laboratory, which has been partially funded by the MSD Foundation through income earned on its growing endowment.

"Proceeds from the Maryland Relay are helping us meet the challenge of building a strong endowment for the Maryland School for the Deaf," Shockey noted. "In turn, income earned on those gifts is returned to the school each year for technology enhancement, scholarships and other areas of student life. We are delighted to participate in bringing MSD "out line" and challenging our students to prepare for the world of work in the 21st century."

The MSD Computer Lab is used as a classroom as well as a source for students completing homework assignments and utilizing the Internet.

For more information about opportunities for making charitable gifts to the MSD Foundation, call (301) 662-5133.

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The event started with several students getting together after school to make holiday crafts. Staff and parents worked together to help the students with this. After a quick supper, everyone reconvened in the Main Building for the family fun.

During the next two hours, parents, students, and staff were given opportunities to participate in relay games, a dancing activity, a visit from Santa and refreshments. The evening concluded in the auditorium where all were treated to ASL story telling and raffle drawing. Two families split half of the earnings while the PTCA kept the other half for future activities.

**Alpha Gamma Chapter of the Phi Kappa Zeta Sorority Donates Toys To Elementary Department**

Last December, the sisters of the Alpha Gamma Chapter of the Phi Kappa Zeta Sorority pitched in money to buy approximately $700 worth of toys for the Pre-Kindergarten and Kindergarten classes and another $300 for the Pre-Kindergarten and Kindergarten.

The teachers, students' life counselors and students were very pleased to get Fisher-Price barns, castles, Kitchen Centers, some games, an aquarium, road maps, various vehicles, dolls and accessories, Kitchenware, mouse with tunnel, and many more.

The students certainly keep themselves occupied with the new toys. It gave the sorority sisters a wonderful feeling seeing MSD students with big smiles.

Also in December, the sorority made another donation to Maryland School for the Deaf.

The sorority sisters purchased videotapes for the use in the Elementary, Middle, and High Schools.

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Marty were distributed to the children. Special thanks go to Chevelle Bacon and Grace Steinegger, co-chairs.

On February 18th, Dr. Tammy Weiner, an assistant professor at Gallaudet University gave a presentation “Parents as Partners in the Education Process” during the PTCA general meeting. Forty parents benefited from her presentation on how parents and teachers can work together for the children’s education.

**Holiday Program**

On December 18, 1997, MSD-Columbus, through the sponsorship and direction of the PTCA, held its annual holiday program. As in past years, there were several fun-filled activities, a little something for everyone.

The event started with several students getting together after school to make holiday crafts. Staff and parents worked together to help the students with this. After a quick supper, everyone reconvened in the Main Building for the family fun.

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LET’S BUILD A NEW RED BRICK ROAD AT MSD!
HOW? PURCHASE A BRICK TO SUPPORT ADVANCED TECHNOLOGY AT MSD!

SUSAN BROWN
Class of 1996

BEST Wishes
Jones Honda

Grandparents of
Jennifer Jones
PAT & BOB SMITH

Inscribed in brick - be a part of history! The water foundation between Bjorlee Library and Ely Building at the historic campus of the Maryland School for the Deaf will be paved with bricks containing names of students, alumni, parents, friends, organizations, businesses, faculty and staff. Orders are being accepted now for the first installation! The first 300 bricks will be installed this summer.

Individual/Family - $50 per brick  *  Organization/Business - $100 per brick

Yes! I want to purchase __________ brick(s). Enclosed is a check for $_________.

Name ____________________________________________
Address ___________________________________________
Phone ____________________________________________

Inscription is to be up to two or three lines and 15 characters per line.
Name Brick Order #1
Line 1 ___________________________________________
Line 2 ___________________________________________
Line 3 ___________________________________________

Name Brick Order #2
Line 1 ___________________________________________
Line 2 ___________________________________________
Line 3 ___________________________________________

Send check payable to MSD-PTCA and order form to the following address:

MSD-PTCA Brick Project
Maryland School for the Deaf
101 Clarke Place, Box 250
Frederick, MD 21705

Deadline - May 1, 1998

Questions? Contact either Brick Project co-coordinator, Beth Sonnenstrahl Benedict, Class of '76 at (301) 540-4544 TTY or Karen Sheffer-Tucker at (301) 371-8941 TTY or via Maryland Relay at 1-800-735-2258.
MSD Alumni Profile:

George E. Singer
by Mary Sue Boxer, Alumni and Community Editor

Almost eighty years ago, two days before the end of the First World War, on November 9, 1918, George Edward Singer was born the fourth child in a family of thirteen children in Patapsco, MD. He was stricken with meningitis at the age of three and has been deaf since then. His twin sisters were also sick. One of them died and another recovered without any permanent problems. His family moved to a farm in Hampstead when his father decided to follow his father's footsteps in farming after working on the railroads for many years. He remembered the moving day when he opened the door of the chicken house and let out a flock of chickens and his family had a hard time gathering the chickens and placing them in the crates. It was a good laugh for him. His parents learned about MSD from a friend before George became seven years old. His father bought his first car, a model-T Ford, so that he could drive him to Frederick.

George recalled his first days at MSD . . . he cried when his parents left him at MSD. He did not want to leave his parents. He would go home for Christmas and summer vacations. Later when he got older, he became more anxious to return to school because he developed good companionship with the students and became more at ease communicating with them, too.

During the summer vacations and Christmas holidays, George helped his father with the work on the farm. His father lost a leg in a hunting accident and had to wear an artificial leg. He continued to work on the farm for many years. In addition to the farm work, he hauled about 50 cans of milk from the neighborhood farms to the dairy every morning, seven days a week, in all kinds of weather. George helped with the loading and unloading of milk cans.

George remembered his military days at MSD and thought that military training was good for the boys. All the boys were members of the cadet corps. He was promoted from corporal in his middle school years all the way up to the rank of cadet major in his post graduate year. On Sunday afternoons in the spring and fall they marched and drilled on the front lawn of the school to show the visitors their military skills. They had to line up for inspection every day before meals and classes. While at MSD, George participated in all sports except for baseball. His poor sense of balance made it difficult to catch fast balls or fly balls so he did not play baseball. However, he was a star on the track team, specializing in long distance running. He set several school records. His school record in the 440-yard dash in 56 seconds stood for sixteen years. He also participated in the Frederick American Legion sponsored cross-country run of about six miles. He finished in fourth place out of approximately 50 runners — all of runners came from outside of MSD except for George.

Following the wishes of his father and through the arrangements of Mr. James McVernon, the Dean of Boys, George took a printing class under the instruction of Mr. Harry Benson, a good but strict teacher. He learned all the tricks of the printing trade in hand composition, linotype work, makeup, lockup, and presswork. Later he took more advanced work under the instruction of Mr. Harold Domic, who helped him join the International Typographical Union (ITU). Following his graduation from MSD in 1938, George returned to MSD as a post graduate student preparing to enter

George Singer — Eagle Scout 1939

THE MARYLAND BULLETIN 30
Gallaudet College in 1940. He was then an Eagle Scout. In the fall of 1940, he entered Gallaudet College at the age of 21. He decided not to return to Gallaudet after spending his first Thanksgiving vacation at home. He felt he needed a break from studying and stayed at home for a year helping his father with farm work.

In the fall of 1941, George decided to leave home and look for a job. He found his first short-term job in a veneer mill in Reisterstown, MD. After one week in the mill placing thin sheets of wood in the oven in a hot and uncomfortable environment, he decided he could do better. He went to Baltimore where he found a job as a job press feeder for a check printing company; however, he stayed there for only a month. Because of his job location in a dangerous area, he decided to leave Baltimore for Washington, D.C. He could not find a job in the D.C. area so he decided to travel westward with hopes of finding a job that could provide him a decent living. He did not have his own car so he hitchhiked until he got to Romney, West Virginia.

Visiting the weekly newspaper company, The Hampshire Review, in Romney, George met a deaf printer, Mr. Frank Reiner, who wanted to move on to a better job and offered to help him find a place. He accepted the offer and worked there until January 1942 when he got a letter from his old friend, Mr. Charles Knowles '38, informing him of an opening for a linotype operator at the Fredericksburg-Post. He rushed to Fredericksburg by bus and got a job with the newspaper company. It was a great educational experience for him.

After hearing that Mr. James Vernon, the Dean of Boys at MSD, planned to resign in March 1942, George decided to apply for a job and was hired by Superintendent Ignatius Bjorle. His main responsibilities were to coordinate activities of the Boy Scouts, athletic events, and supervise the boys. He stayed there until June 1944.

While at Gallaudet College in the fall of 1940, George met the lady of his dreams, Thelma Henry. While in Romney, he wrote a letter to Thelma asking her for a date to the National Fraternal Society of the Deaf’s New Year’s Eve Dance on December 31, 1941 in Washington, D.C. They had a wonderful time. After that, they corresponded regularly. Then he invited her to be his guest attending the MSD Alumni Association Reunion in June 1942 and presented her with an engagement ring. They got married on December 18, 1943 at the Methodist Church for the Deaf in Baltimore, MD. They went to Philadelphia, PA for their honeymoon. George went back to MSD to work and his new wife, Thelma, went back to Washington, D.C. He visited Thelma every Thursday as it was his day off from duty at MSD.

Superintendent Bjorle granted George permission to work outside of MSD during the summer of 1944. He got a job at The Washington Post on June 12, 1944 and liked the job so much that he decided not to return to MSD. From the first day on the job, it took him 32 1/2 years from being number 110 all the way to the top of the priority list of the composing room. As number one, George would have first choice of vacation time, productivity leave, and would be approached first if a new position opened.

At first, Mr. Singer worked as a proof operator. Later he was assigned to the linotype machine. He was given different and challenging assignments such as classified ads, stock market listings, and race charts. When the new method of cold type printing came up, he started training on markup, paste-up, and proof tape typing. Gradually, he learned to display terminal operation. He enjoyed the job very much. He was with The Washington Post for 38 1/2 years until his retirement in 1982 after maintaining the No. 1 position on the composing room’s priority list for five years.

In his leisure time, George E. Singer was involved with the MSD Alumni Association in various offices from 1968 to 1992. He served as the President from 1968 to 1972; the Secretary from 1972 to 1976; and the Director, Advisor, and Supporter from 1976 to 1992. He also served the Maryland Senior Citizens of the Deaf as President for five years. He also maintains membership in several organizations such as the National Fraternal Society of the Deaf and the National Association of the Deaf.

George and Thelma Singer are the proud parents of two lovely daughters, Linda G. Galvagna and Justina J. Ferber. Linda is an instructional assistant in the Montgomery County Public Schools. Justina is a legislative analyst for the Montgomery County Council under the direction of Mr. Douglas Duncan, the County Executive. They have two grandsons, Stephanie Galvagna and Chad Ferber. They both have graduated from college and are pursuing careers in their fields of interest.

George Singer’s advice to the MSD students is basically “the philosophy which I have followed all my life… to get the best education and/or vocational training you possibly can and to try to do your best at whatever you do whether you are a banker, truck driver, teacher, street sweeper, or the President. If you work hard, are honest, have good attendance, and try to get along with your fellow workers, you will reach your goals in life. And remember, common sense is the best intellectual tool you have.”

WINTER 1997-98
COME ONE COME ALL

to the
THIRD ANNUAL MSD-PTCA AUCTION & CARNIVAL
Saturday, May 30, 1998 - 10:00 to 5:00pm
(Raindate: Sunday, May 31)

Maryland School for the Deaf, Frederick Campus
101 Clark Place, Frederick, MD
Football Field behind MSD Gym

Admission is Free

Games for Children   Food will be Sold   Door Prizes
Petting Farm

Furniture* Toys* Books* Beanie Babies* Art Objects*
Tickets for Sports/Entertainment Events*
Local Restaurants* Much More!

For more information call:
Donna Frank   (301) 228-3777 TTY   Co-Chairperson for Silent Auction
Gaye Heisey   (301) 865-0073 TTY   Co-Chairperson for Silent Auction
Carolyn Markel (410) 665-2278 TTY   Co-Chairperson for Carnival
Sonia Smith   (410) 744-7502 TTY   Co-Chairperson for Carnival

Maryland Relay Service — 1-800-735-2258 Voice/TTY

(There will be a special announcement of a final motto winner!)

Ms. Judith E. Heumann converses with Columbia Campus student Pauline Edelen in American Sign Language.